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ABSTRACT

To determine the efficacy of two courses, one emphasizing wage earning aspects and the other homemaking aspects, in preparing disadvantaged youth for their dual role of wage earner-homemaker, curriculum materials were tested with 139 students in experimental and 147 students in control groups during the 1968-69 school year. A battery of evaluation instruments was administered to the control and experimental groups at the beginning and conclusion of the courses and again 1 year later to check retention of learning. Results of the analysis of data, on the basis of the sign test, t-test, and chi square test of differences in mean gain scores combind with information from teachers, students, administrators, and employers, revealed that students in the wage earning oriented courses made gains in self concept, work attitudes, employability potential, and content knowledge more consistently than those in the homemaking courses. Strong impact of the courses on student attitude toward marriage was not apparent, and findings revealed limited contribution of the courses to the development of positive attitudes toward the dual role for women. Several implications for curriculum development, field testing, and experimentation were noted. Information pertaining to course development, evaluation instruments, and student information forms are appended. (Author/SB)

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Home Economics Research Project
with Focus on

PREPARATION FOR A DUAL ROLE: HOMEMAKER —WAGE EARNER

with Adaptations to Inner City Youth

VOLUME I

The Efficacy of Home Economics Courses
Designed to Prepare Disadvantaged Pupils
for Their Homemaker-Family Member Role
and the Dual Roles of Homemaker and Wage Earner

Julia I. Dalrymple, The Ohio State University, Columbus, Ohio
Phyllis K. Lowe, Purdue University, Lafayette, Indiana
Helen Y. Nelson, Cornell University, Ithaca, New York

January, 1971

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Volume I

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Julia I. Dalrymple
Phyllis K. Lowe
Helen Y. Nelson

SUMMARY

The efficacy of two courses designed to initiate preparation of disadvantaged youth for their dual role of homemaker and wage earner was tested with 139 pupils in experimental and 147 pupils in control groups in Connecticut, Indiana, New York, and Ohio. The researchers from Purdue, Cornell, and Ohio State Universities had thought that potential dropout youth would benefit from courses designed especially for them. The two courses differed in terms of their primary emphasis on homemaking or wage earning, but both were oriented toward the dual role. Furthermore, it was hypothesized that there would be an increase in the wage earning oriented course effectiveness if teachers would supplement the basic course teaching strategies with utilization of resources from social and educational agencies in their communities; that the effect would be increased if more than one kind of resource were utilized, and that effectiveness would not be contingent on teacher participation in course development.

An attempt was made in the courses to encourage pupil perception of individual worth and destiny as well as to maximize positive attitudes toward school, home life, and the world of work. Thus, effectiveness was determined through analysis of test results and records in terms of changed pupil self concept; perception of locus of control; knowledge and comprehension of course content; attitude toward child rearing practices, marriage, dual role for women, and work; school attendance; academic record; and potential for employability.

A three-week workshop for selected teachers and the three university research teams was held at Purdue University in March, 1968 for refinement of curriculum materials to be used in all experimental classes. During the 1968-69 school year a battery of evaluation instruments selected and/or developed by the Cornell team was administered to the pupils in the twelve experimental classes and their control groups at the beginning and at the end of the course. The pupils were tested again one year following the experimental year for checking retention of learning.

During the summer of 1969 a workshop was held on the Cornell University campus in which selected teachers and the university research teams combined the two original curriculum guides into a composite volume, "Preparation for a Dual Role: Homemaker-Wage Earner," for use by high school teachers of similar youth. The Cornell team disseminated the guide to home economics supervisors and teacher educators.

The Ohio State team analyzed combined data from the three institutions in 1970, assembled the component parts of the research report, duplicated the final report copies, and disseminated them to the United States Office of Education and the participating institutions.

Results of the analysis of data, on the basis of the sign test, t-test, and chi square test of differences in mean gain scores combined with information from teachers, pupils, administrators, and employers, revealed that the strongest evidence of gain for pupils enrolled in the wage earning oriented course was in terms of their self concept--feelings of self worth, equality with others, and respect for themselves. Gain was apparent for the pupils in both experimental courses when assessing their attitudes toward work; however, attitudes were stronger a year after experimentation for the wage earning group than for the homemaking pupils. Associated with this gain for the wage earning oriented group was comparable gain in employability potential for which the course was designed. There was limited recognizable positive support for the courses in terms of contribution to change in pupil perception of locus of control for themselves. Pupils in the wage earning oriented classes made apparent gain in content knowledge during the year of experimentation but knowledge retention as tested by paper and pencil tests was not as apparent a year later. Strong impact of the courses on pupil attitude toward marriage was not apparent. Findings revealed a limited contribution of the experimental courses to the development of positive attitudes toward the dual role for women. There was little evidence that the courses served to improve school attendance records for these youth within a single year and records were not available one year later. The "holding power" of the courses for these pupils during the fall term following enrollment in the experimental classes was not apparent. There was reason to claim that the courses made an impact on academic attainment for some pupils during the year in which they were taught. Researchers considered it important that pupils said they learned, teachers attested to this fact, employers indicated they were employable, and administrators were satisfied.

Pupils in the wage earning oriented courses made gains more consistently than those in the homemaking course. The compensatory agency resources as utilized by these teachers did not make any impressive contribution to the improvement of learning for these pupils. It was apparent that teachers could use the curriculum guide and teaching materials regardless of their involvement in the workshop session prior to the teaching.

Specific implications of the experimentation became apparent to the researchers. These were incorporated, to the extent possible, in the revision of the curriculum volume and present guidelines for similar future curriculum development, field testing, and experimentation.

Curriculum Development Implications

1. Ground rules of trust, honesty, and responsibility for pupils and teacher should be established at the very beginning of any course for disadvantaged pupils (perhaps for all pupils).

2. A course similar to but on a higher level than the specially designed course in this project should be developed and tested immediately as an "advanced" course after pupils have completed this orientation to the dual role concepts in order to help them develop further in job skills, managerial abilities, self concept, and interpersonal relations than was possible in this experience.

3. Adequate time and appropriate strategies should be provided for the teachers of this special course so that they can continue to provide the support, interest, and concern they have established until the pupils graduate.

4. Classes for the socially disadvantaged pupils should be limited in size so that no more than 20 pupils are in a class and perhaps no fewer than 12.

5. The specially designed course developed in this study should be taught daily for a double period in one year or daily in a single period for two years because these pupils need adequate time for internalizing the concepts.

6. Teachers of socially disadvantaged pupils should coordinate their efforts with those of other educational agencies in the community in order to attain optimum achievement on the part of the pupils.

7. To maintain a high interest level, it is especially important to use a variety of teaching strategies in a single class session.

8. Because of vocabulary handicaps for some of these pupils, it is imperative that all teaching materials be screened for reading level and adaptations be made for greatest effectiveness, and reading be kept at a minimum, even when written at their level.

9. All teaching materials must be adapted to the specific socioeconomic level of pupils in classes for greatest identification with what is to be learned.

10. It is desirable to provide an on-the-job experience as soon as possible after the beginning of the course for greatest growth potential and to provide discussion reference to a "known" world for pupils.

11. Teachers can anticipate difficulty in finding appropriate work stations if pupils are underage for work permits, if evening work is necessary, if work stations are beyond walking distance from home, and if pupils have not internalized the concept of responsibility in contracting for work.

12. Emphasis on preparation for work in more than one outlet for their competence would be more readily accepted by pupils and parents than food service, which may have a "stigma" attached in the minds of some pupils and parents.

13. Teachers can use a curriculum guide and materials effectively regardless of involvement in the developmental process.

Field Testing and Experimentation Implications

1. Experimentation with larger numbers of pupils than involved in this study may help to "rule out" such confounding variables as teacher and school differences.

2. Further refinement of tests may be necessary to assess accurately the concepts inherent in the course.

Recommendations

1. Develop curriculum guides with all needed accompanying resource materials and provide them for each teacher to facilitate teaching, to update teacher content knowledge, and to improve her classroom competence.

2. As curriculum guides and materials are developed, subject them to rigorous field testing and experimentation.

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PREPARATION FOR A DUAL ROLE:
HOMEMAKER-WAGE EARNER

INTRODUCTION

The study reported here resulted from three major concerns about home economics programs in the public schools of this country. The first was a need to reach the potential dropout pupils in inner cities with home economics courses relevant to their needs. The second was a growing concern for insuring that secondary home economics courses had unifying and fundamental "organizers" for the curriculum to add relevancy for the learner. Finally, although vocational homemaking programs and home economics courses with wage earning emphasis had become realities in secondary schools, there was limited evidence that courses were focused on the dual role of family members.

There was a need for testing the value of a new structure of home economics at the secondary level to serve the culturally disadvantaged pupils in urban areas. As the changing roles of men and women evolved, home economics programs for boys as well as girls were acclaimed, some developed; but little data had been secured to describe the relative merits of such programs.

Research data showed that a handicap to children and youth who were disadvantaged was the degradation of the home from which they came. Education for homemaking and family living, through home economics, could help to raise the standard of living for families in poverty. It was known that a large percentage (about three-fourths) of the time in home economics programs involved study in the areas of clothing and foods. Much of this time was used for clothing construction and food preparation. The needs of disadvantaged pupils were such that a curriculum should be developed for them including emphasis on home management, consumer buying, child rearing, housekeeping, nutrition, and interpersonal relationships. In short, the proposed course emphasized both individual and family well being.

Furthermore, it was generally recognized that the educational programs reflected the values and standards of the middle socioeconomic group. Home economics subject matter dealt almost entirely with the values, material culture, decisions, and aspirations of people as they operated in daily life. It was in these areas that the effect of deprivation was most often apparent. Therefore, if the study of home economics were to make an effective contribution to the life and work of the culturally and economically disadvantaged and helped break the "cycle of poverty," some modification in many home economics programs was essential.

Statement of Problem

Out of the frame of reference set forth above, the problem identified in the study was: (1) to develop curriculum materials especially designed for potential dropout pupils in inner city secondary schools; (2) to investigate the efficacy of these materials for use in teaching two home economics courses--one course designed to prepare pupils for their roles as homemakers and family members, a second course designed to prepare pupils for their dual role of homemaker and wage earner in occupations utilizing home economics knowledge and skills; and (3) to ascertain whether or not teachers could use the curriculum materials as effectively when they had no part in the development and no special preparation for or help in using the materials.

Three study unit concepts were considered important for these youth--skills for living, homemaking, employment. The two curriculum guides were planned with similar over-all expected pupil learning outcomes related to personal interaction, self concept, and the dual role. Likewise, the expected outcomes were similar for units related to the family and to home management. However, the guides differed widely in terms of the employment aspect of the dual role. The homemaker oriented pupils were introduced to the ideas of obtaining employment; desirable personal characteristics, attitudes, and conduct; paychecks; and job security. In addition, the wage earning oriented pupils learned the specific skills required in food service employment and had actual or simulated experiences. Knowledge and comprehension of the concepts and sub-concepts inherent in the two courses were assessed formally through administration of tests developed for this purpose.

Because personnel in many agencies were working on the problems of the families from which potential dropout pupils come, the effectiveness of the dual role courses, as determined by certain criterion measures of change in behaviors of pupils enrolled, was studied with and without the following reinforcements: (1) social agency resources, (2) educational agency resources, and (3) a combination of these agency resources.

Hypotheses

1. On measures of self concept; perception of locus of control; knowledge and comprehension; attitudes toward child rearing practices, marriage, dual role for women, and work; school attendance; academic record; and employability

    a. there is no difference in mean gain for socially disadvantaged pupils who completed a specially designed "dual role" course with wage earning emphasis and mean gain for socially disadvantaged youth who were not enrolled in such a course.

b. there is no difference in mean gain for socially disadvantaged pupils who completed a "dual role" course with wage earning emphasis as each compensatory factor (social and/or educational agency resource) was added to the learning experiences.

c. there is no difference in mean gain for socially disadvantaged pupils who completed a "dual role" course with wage earning emphasis taught by a teacher who was involved in curriculum development and mean gain for socially disadvantaged youth who completed the course taught by a teacher who did not participate in curriculum development.

2. On measures of self concept; perception of locus of control; knowledge and comprehension; attitudes toward child rearing practices, marriage, dual role for women, and work; school attendance; academic record; and employability

   a. there is no difference in mean gain for socially disadvantaged pupils one year after completing a specially designed "dual role" course with wage earning emphasis and mean gain for socially disadvantaged youth who had not been enrolled in such a course.

   b. there is no difference in mean gain for socially disadvantaged pupils one year after completing a "dual role" course with wage earning emphasis as each compensatory factor (social and/or agency resource) was added to the learning experiences.

   c. there is no difference in mean gain for socially disadvantaged pupils one year after completing a "dual role" course with wage earning emphasis taught by a teacher who was involved in curriculum development and mean gain for socially disadvantaged youth who completed the course taught by a teacher who had not participated in curriculum development.

3. On measures of self concept; perception of locus of control; knowledge and comprehension; attitudes toward child rearing practices, marriage, dual role for women, and work; school attendance; academic record; and employability

   there is no difference in mean gain for socially disadvantaged pupils who completed a specially designed "dual role" course with homemaking emphasis and mean gain for socially disadvantaged youth who were not enrolled in such a course.

4. On measures of self concept; perception of locus of control; knowledge and comprehension; attitudes toward child rearing practices, marriage, dual role for women, and work; school attendance; academic record; and employability

   there is no difference in mean gain for socially disadvantaged pupils one year after completing a specially designed "dual role" course with homemaking emphasis and mean gain for socially disadvantaged youth who had not been enrolled in such a course.

5. There is no difference in school dropout rate for socially disadvantaged pupils who completed a specially designed "dual role" course with wage earning emphasis and mean gain for socially disadvantaged youth who were not enrolled in such a course.

6. There is no difference in number of socially disadvantaged pupils classified as consistently employed after completing a specially designed "dual role" course with wage earning emphasis and number of socially disadvantaged youth classified as consistently employed who had not been enrolled in such a course.

An original intent to compare boys and girls was abandoned due to the small enrollment of boys in comparison to girls.

Operational Definition of Terms

Attitude toward marriage, child rearing, and dual role: Attitude pupils held toward marriage, provisions for optimum development of children, and a dual role for women as wage earners and homemakers.

Attitude toward work: Feelings pupils expressed toward adequacy of their school preparation for work, supervision on the job, association with co-workers, selecting jobs, rights and responsibilities of the worker, inner satisfactions, and expectations of paid employment.

Consistent employment: Full-time or part-time employment for a minimum of one month.

Continued school enrollment: Pupils remained in school until after the period of post testing.

Dropouts: Pupils who left school for any reason except death, graduation, or transfer.

Employer satisfaction with employee: Course trainees met minimum requirements for employment--appearance, relationships, production, dependability, loyalty.

Gain Scores: Scores obtained by computing the difference between pretest, post test, and/or retest scores.

Employability: Personal characteristics which contributed to making pupils employable--appearance, cooperation, acceptance of supervision, attitude toward regulations, dependability, adaptability, initiative, attitude toward public, pride in job, suitability for job.

Grade Point Average: Pupil academic achievement, measured by calculating the mean of marks or grades earned in major subjects for 1967-68 and 1968-69 school years.

Knowledge and comprehension of job and homemaking concepts: Achievement in homemaking and entry-level employment measured on objective-type tests.

Compensatory factors: Services of community social and educational agencies which focused primarily on family well being, such as the American Red Cross and Cooperative Extension Service.

School Attendance: Total number of days a pupil was absent from school during an academic year.

Self concept: Feelings held by pupils toward their self-worth, equality with others, and respect for themselves.

Socially disadvantaged pupils: Pupils who met selection criteria--family income and occupation; attitude toward school; academic achievement; involvement in social activities.

Perception of locus of control: A measure of the extent to which pupils saw that they had control over what happens to them.

Dual Role-Wage Earner oriented course: A specially designed course with a focus on the essential understandings of dual role responsibilities for individuals in the family with special emphasis on an entry level employment competence in food service.

Dual Role-Homemaker oriented course: A specially designed course with a focus on the essential understandings of dual role responsibilities for individuals in the family with special emphasis on the homemaking aspects.

Vocational home economics programs: The federally reimbursed comprehensive secondary programs focused on homemaking and wage earning under the direct supervision of personnel in vocational education units of state departments of education.

Related Background

There had been much research concerned with the school dropout, disadvantaged youth, juvenile delinquent, low-income family, as well as existing problems and ways to deal with them. The findings revealed with some clarity the ways in which the socially disadvantaged individual differed from others, as well as some of the compensatory educational approaches to his problem. In these studies an attempt was made to assess economic problems of unemployment and to study special family patterns necessitated by parentless homes and varying child rearing practices.

Characteristics of the Socially Disadvantaged Potential Dropout Pupil

In the literature numerous terms were applied to socially disadvantaged youth. Selected, representative illustrations and descriptions of persons identified by such terms established a basis for identifying subjects for the proposed study.

> The socially disadvantaged youth. -- What does a teacher see when he looks at his disadvantaged students? A self-image that reflects worthlessness . . . Many do not know who their parents are . . . living in many homes . . . Many have a one parent home, often living with their mothers and sisters and brothers in a fatherless home . . . accustomed to seeing a succession of men in the home whose relations with the mother are transitory . . . are basically economically deprived. Many of these children have never known what it means to go to sleep for the night with full stomachs . . . suffer because of poor and inadequate housing . . . cramped and crowded living space . . . (8:300-302)

> The culturally deprived youth. -- The terms "deprived," "handicapped," "underprivileged," "disadvantaged" unfortunately emphasize environmental limitations and largely ignore the positive efforts of low-income individuals to cope with their environment . . . positive features in the culture

and the psychology of lower income groups; in particular their cognitive style . . . is typically a physical learner and the physical learner is generally a slow learner . . . deprived child can be quite articulate in conversation with his peers . . . are often surprisingly articulate in role playing situations . . . the difference is between formal language and public language, between the language of the written book and the informal everyday language . . . (32:297)

The disaffected youth. -- . . . He may be apathetic, phlegatic or even despondent. Or he may be sullen, defiant and explosive. Although he learns almost nothing, we do not know what his capabilities are . . . disaffected children have this in common -- they separate themselves from the program of the school . . . a high percentage of them come with below-average mental power . . . physical handicaps are more prevalent than we suspect; these youngsters often hide visual and auditory deficiencies . . . (37:305-307)

The school dropout. -- . . . factors which seem to predispose children to dropping out of school . . . a low academic aptitude, a slow rate of emotional and social development, and lack of parental interest in education . . . kind of response the drop-outs made to school . . . marks they earned, the extra-class activities they had participated in, and the relationships they had with teachers and with other pupils. In almost all of these, the dropouts ranked low. (28:2-14)

Youth from depressed areas, slums, inner-city schools. -- . . . children in the depressed areas seem severely hampered in their schooling by a complex of conditions at home, in the neighborhood, and in the classroom . . . these schools have higher than normal transciency, and teacher turnover. Poor health, inadequate motivation, malnutrition, lack of personal cleanliness, absence of basic learning skills -- all are found to a greater extent among children in depressed urban areas . . . (31:2)

Juvenile delinquent. -- . . . In contrast to boys who stay out of trouble, boys having difficulty in school and inclined toward delinquent behavior viewed themselves as troublemakers who were likely to be

> involved in future difficulty . . . potential delinquents had poorly formulated or discordant perspectives regarding several life areas; work, school, the family, and law enforcement . . . tended to belittle their own and their fathers' worth and potential . . . the boys were reading two and a half years below grade level . . . (17:26-27)
>
> Poverty. -- . . . estimated that 9.3 million of this nation's 47 million families live in poverty. Their annual pre-tax income is less than $3,000. Almost half our non-white population lives in poverty.
>
> Twenty-two percent of our poor are non-white. One third of all low income families are headed by an unemployed person. Many of these family heads are women with small children. Over 60 percent of the family heads have had no more than a grade school education. (24:543-544)

The terms socially disadvantaged, disaffected youth, culturally deprived, school dropouts, youth from depressed areas, low-income families, poverty, juvenile delinquents, and the poor were redundant. Consequently, any study of one group produced information about some aspects of one of the other groups.

Much had been done to identify those individuals who were considered disadvantaged. Opinions differed as to the exact characteristics involved. In general, each attempt to identify or characterize the culturally or socially deprived individual involved three bases: economic, social, and educational.

Language differences, lack of parental support, poor health, inadequate motivation, poor self concept, physical style of learning and discordant homes were all considered indicators of deprivation. (32:297) The present oriented nature of disadvantaged children was illustrated aptly by Gowan: "It is difficult for them to think of future career possibilities when there is so much desperation about the present." (16:12)

Postulates

Although varied postulates for dealing with the socially disadvantaged pupil were stressed by authorities, one comprehensive series is set forth by Reissman which he called principles:

> 1. Guard against the almost unconscious and automatic tendency to respond primarily to the pupil who responds to you (the teacher), but for the slower pupil, pick up what he says, appeal to him, and pitch examples to him.

2. Become aware of the positive verbal ability of the disadvantaged child. Learn his language at the same time you are helping him learn yours. Help him to express himself by giving more opportunities for him to role-play his perceptions and feelings.

3. Consider his attitudes toward education and toward school separately.

4. Demonstrate your real concern for this pupil to him and to his parents.

5. Educate this pupil without "middle-classing" him.

6. Constrain against patronization and condescension and aim high, expect good work from these pupils.

7. Restrict class size to not more than twenty pupils.

8. Be consistent in requirements.

9. Establish rapport and trust.

10. Clarify goals and steps of progress, placing emphasis throughout on verbal development. (33:15-18, 21, 112-128)

Ausubel disagreed with the item relative to language. Instead of translation, he would begin wherever the pupil is and slowly and carefully, using standard meaning, allow the pupils time to catch up. (2:16-38)

Mink utilized a series of postulates which he called guidelines and which took the form of involvement:

1. Be personal, subjective (not detached, objective).

2. Reveal yourself (at least a little).

3. Use first person pronouns "I" and "me."

4. Concentrate on HERE and NOW (not history, case record).

5. Concentrate on BEHAVIOR (not feeling).

6. Ask What? not Why? Don't ask Why?

7. Have student (not you) evaluate his behavior.

8. Help formulate PLAN of action for future behavior.

9. After plan has been formulated, ACCEPT NO EXCUSES!

10. Try to work in Groups!

11. Don't give up! DON'T GIVE UP! (28)

Another set of postulates in working with disadvantaged pupils was advanced by Hall:

1. Provide pupils with alternative ways of interpreting and evaluating their environment.
2. Curriculum materials must be relevant to the prior experience of the pupils.
3. Every lesson must be intrinsically interesting.
4. Home visits by the teacher are an important policy to follow. (17:27)

To be effective, the teacher must constantly be aware of the circumstances that affect his disadvantaged pupils and, instead of being repelled by them, should be encouraged by what they can do despite the handicaps of their circumstances. The teacher should understand the impact of his own values, attitudes, and actions. From these perceptions of the pupils and of himself, the skilled teacher can develop a dedication and personality necessary for working with such individuals. Foremost among the needed qualities of the teacher is respect for the pupil. With such respect, the teacher can become an effective model and inspiration for the child. (12:19-21)

Programs

Through the attention focused on culturally deprived individuals and their problems, many programs have been devised. They have fallen into three categories.

> . . . (1) direct economic change, such as providing better employment, or directly raising incomes through the provision of a national minimum level of income; (2) direct services, such as casework activities to strengthen the ego-functioning of the individual or family assistance through homemaker help; (3) indirect change by affecting the climate -- social, psychological, political -- of the neighborhoods in which the poor live. (27:48)

Varying programs resulted from legislative action. The following acts influenced program development: Manpower Development and Training Act, Vocational Education Act of 1963, Elementary-Secondary Act, and Economic Opportunity Act. In spite of the amount of time, talent, and money allocated to these programs, progress was slow. The National Advisory Council on the Education of Disadvantaged Children, after evaluation of programs in action, informed President Johnson that American public schools had barely scratched the surface in the education of disadvantaged youth.

> The public schools of America have a long way to go -- first in discovering the ways in which education can effect major changes in the lives of the poor, and then doing something about it. (39:178)

Other sponsored efforts included Upward Bound, Project Talent, Headstart, Job Corp, and Community Action Programs. Both successes and failures were experienced. We learned from them that removal from the immediate home environment and provision of stimulating relevant experiences in the early years could help the socially disadvantaged learner to a better life. (10:83)

Preliminary results of Project Talent efforts suggested that education was the magic ingredient for advancement. Dailey reported that except for those in the upper 2% in ability, the characteristic of being a member of a low income family was found to limit vocational prospects. (9:431) This meant that programs devised had awesome deficiencies to counterbalance.

Related programs were found in several disciplinary fields, in many geographical localities, and supervised by a variety of researchers. Examples were the compensatory programs at the Institute of Developmental Studies in New York City, and in public school systems of Baltimore, Detroit, Columbus, Gary, and elsewhere. Other projects focusing on the needs of the socially disadvantaged were found in VISTA programs (Volunteers in Service to America), Neighborhood Youth Corps, and Model Cities Programs.

Curriculum

From a study of characteristics of the culturally deprived individual, principles for guidance, and progress in prior attempts, some indications of direction for curriculum development became evident.

Burrows had given educators some relevant clues as to why pupils drop out of school. He outlined the reasons they gave. His purpose was to analyze reasons for school dropouts and to develop policies to discourage dropping out. His data were obtained from reports of school districts, questionnaires to students, and follow-up interviews. He noted:

a. One-fifth of the dropouts had lived in the district less than one year.

b. Twenty-nine percent were below average in ability, while 69% were below average in achievement.

c. One-fourth had been absent 26 or more days.

d. Seventy-one percent had not participated in school activities.

e. Thirty-one percent were unpopular with other students.

f. One-fifth were unable to afford normal school activities.

g. Forty-three percent had parents with a negative attitude toward school.

h. Twenty-seven percent had brothers or sisters who had dropped out.

i. Grades ten and eleven have the major incidence of dropping out. (5)

This partial list of findings provided some indications for program development for the negatively oriented youngster.

> The procedures for improving the education of the disadvantaged involve answering questions on the preparation of specific curricula, methods of teaching, educational settings . . . (6:108)

Certainly, it was pointed out with some clarity that especially designed curricula were advisable, if not mandatory. Adaptation was further stressed by the Educational Policies Commission. Here it was emphasized that those who plan reading materials and visual aids should take into account the background of the children and not refer exclusively to middle or upper class. (12)

Summing up the feelings which current school curricula impart, " . . . confrontation with the school's alien middle class creed during his formative years presents an emotional dilemma not many children can resolve." (34:58-59) So educators continue to wonder why the culturally deprived pupil is inattentive in classes, unaware that they -- the teachers -- have been tuned out through their own failure to communicate. In attempting to "reach" the disadvantaged pupil

> probably the method we most often use is the weakest of them all -- we use words; we try to talk the child into changing. We must establish certain conditions before we talk. First, we must go where the student is . . . Second, we must establish good rapport with the student . . . Third, the student must feel that we sincerely care about him and his success . . . Fourth, we must disarm the student . . . Fifth, we need to sell education . . . by example, and by making material relevant. (23:169)

By involving pupils in planning the curriculum in an honest way, learning can be geared to the realities of life in the inner city. Taba presented pertinent guides for curriculum building which can aid in overcoming negative attitudes toward learning:

a. Use dramatic, novel, unexpected devices to break established responses.

b. Have content relate directly to student concerns.

c. Have tangible, concrete and overt learning activities. (Examples: writing booklets and leaflets cooperatively, role-playing, or dramatization).

d. Have experiences which allow students a feeling of success. (38)

Also suggested was the use of literature and sensitivity training to extend limited experience of the socially disadvantaged pupil. In this way, the pupil can gain insight into other ways of living and points of view, as well as gain a fresh outlook on his own. Observing, interviewing, and surveying were suggested techniques for bringing order into the chaotic world of the culturally deprived pupil. Using information gained through television can help interrelate home, school, and entertainment to actual life. (38)

In planning curriculum for the culturally disadvantaged pupil (or any other pupil) it is vital to recall that

> every day every child should go home with at least one success under his cap -- no matter how minor the achievement. For some students, the goal must be easily attainable. (41:38)

Even though clues to curriculum development for the culturally deprived pupil were obtainable from the literature, it seemed that minimal progress is being made. It was found that fewer than one-fourth of the projects surveyed in 39 states by the National Advisory Council on the Education of the Disadvantaged youth had modified the curriculum to make it more relevant for children from poverty neighborhoods. (39:178) Most of the developments thus far in curriculum innovation for this group should be considered experimental and preliminary. (7:19)

A review of literature revealed no report of formulation or testing of a curriculum designed to prepare pupils for dual roles as homemakers and wage earners. Studies indicated a need for such a curriculum. Dunn concluded that "increased employment of married women suggests that particular effort should be made to develop an awareness on the part of adolescent girls of the importance of preparing for a dual role. (11:99-111) Empey pointed out that

> there seems to be a growing tendency for young women to view their role as a dual one, that of preparing for marriage and productive occupation. If so, it would seem that families and the educational system

> must seek means of providing greater assistance in helping young women to prepare for their dual roles. (14:152-155)

With women working outside the home, the role of the man in the family is changing. Many of the tasks of maintaining the home and providing for family well being are being shared by the husband and father in the family. Both homemaking and earning the living for the family are becoming partnership affairs.

In addition to preparation for dual roles, which is not confined to any socioeconomic group, the slow learning disadvantaged individuals have already been recognized (as indicated by the federal laws and literature cited above) as having needs which could, in part, be met by vocational education and specifically through home economics education. In discussing characteristics of the disadvantaged pupil and the ways vocational education may help, Kemp pointed to the fact that "school systems have rejected them by failing to plan curriculums and to provide materials which meet their needs and capacities." (22:5)

Economic analysis revealed a desirability for employment preparation. Although economists did not presume to say that employment preparation will eradicate poverty, they pointed to it as one means of helping. In his 1963 Economic Report to the Congress, President Kennedy remarked that education was one of the deepest roots of economic growth and had direct effects on quality and adaptability of the working population. Through its indirect effects on the advance of science and knowledge, he said that education was the ultimate source of much of our increased productivity. (40)

In New York State, Nelson and Jacoby completed two studies parallel in focus and method. In one project, programs were planned and evaluated to train pupils for entry level jobs in food services and child care services; the second program was a replication of the process and assessed programs preparing pupils for entry level jobs in health care services.

Variables most often associated with high ranks on an index of pupil success in occupational home economics were self confidence, positive attitude toward working with others, positive concept of self in the world of work, evidences of academic aptitude and achievement, accepting attitude toward school, and total hours of work experience.

Significant positive changes from the beginning to the end of the school year were found for most classes on achievement tests as well as for both teacher and pupil ratings on a Becoming Employable descriptive rating scale, attitudes toward work, and interest in occupational training. Changes in teacher ratings on specific performance skills were generally positive.

Interview responses of pupils in the studies endorsed supervised work experience, whether under school auspices or for an outside employer; but they almost unanimously preferred work experience with an outside employer to school experiences. Those who participated in government sponsored youth programs, despite their attraction, also preferred employment in private business.

In general, pupils expressed satisfaction with the courses as offered, especially those having an outside work experience component, teacher provided initial contact with employers, simulated work experience in class, demonstrations, field trips, visits from resource people, and informal discussion

Follow-up studies showed employer ratings of trainees ranged from 3.00, indicating minimum employability, to 5.00 representing optimum employability at entry level and readiness to move up to a more responsible job. Job satisfaction, as rated by the trainees, showed a similar range of scores. A mean of approximately 4.00 was found for both employer ratings and pupil job satisfaction. Those pupils who had a strong work experience were most likely to be employed, received highest wages, and had full time employment (29,30).

A study of 200 New York City girls with potential problems revealed that there was no difference in their behavior resulting from concentrated contact with a social service caseworker, when compared with a control group of girls without the caseworker. (25) One might hypothesize that if education programs particularly adapted to the background of the girls had also been provided there might have been some differences. In the present study, an attempt was made to test the effectiveness of specially designed home economics courses with a combination of educational and social services as an integral factor.

The foregoing review revealed needs of disadvantaged youth that may be served in home economics programs.

Theoretical Base for Current Study

Although a review of the literature revealed no established theoretical framework for teaching socioeconomically disadvantaged youth, the vast quantity of studies about them yielded results that implied a theory. The investigators in the current study utilized Reissman's "theory" that any educational program for such disadvantaged youth should build on the positive characteristics of such a pupil -- he is a slow learner, but he learns, he can verbalize, but in his language, he has a physical style of learning and, to be meaningful, curriculum materials should be geared to the realities of his world.

This study was focused also on the broader frame of reference already established through research relative to this disadvantaged pupil, indicating that as a general rule he is disadvantaged by a poor self concept, little aspiration and motivation, low school achievement, and limited goals. Furthermore, most of these pupils suffer economic deprivation and its ensuing consequences. The disadvantaged pupil needs understanding teachers who provide a supportive role, who provide situations for and encourage these pupils to do whatever they can despite the handicaps of their circumstances, and who understand the impact of the teacher's background on his own personality and behavior. The objectives that follow reflect the influence of this related research.

Study Objectives

The objectives in this research were:

1. To design two courses in home economics for culturally disadvantaged high school pupils which will prepare them to assume the dual role of homemaker and wage earner.
2. To provide learning experiences for selected cooperating teachers to prepare them to understand and work effectively with such disadvantaged pupils, cooperate with social and educational agencies in working with disadvantaged pupils, and produce curriculum materials which will be effective with potential employees.
3. To select or to devise instruments to measure the objectives of the program.
4. To select schools, teachers, and pupils that qualified for the study.
5. To conduct the experimental phase of the study.
6. To evaluate the teaching methods and the learning experiences provided in the courses with regard to the appropriateness for disadvantaged pupils.
7. To compare experimental and control groups one year later in order to test course effectiveness.

METHODS

Included here are details of the research design used, procedures followed in pursuing the study, measurement devices selected or developed for collecting data, and plan for analysis of data.

Research Design

Twelve experimental groups and twelve control groups of potential high school dropout pupils and twelve teachers, ten of whom were specially prepared for teaching culturally disadvantaged pupils, were involved in a pretest-post test nonequivalent control group design extended to six experimental groups. Each experimental treatment was employed in two schools. Six of the experimental classes were taught in Ohio, New York, and Connecticut, and each treatment was replicated. (Table 1)

Table 1 - Assignment of Treatments

Treatments	State
1. A course focused on the dual role of homemaker and wage-earner for two school periods, with a teacher specially trained for the course, a conference period for the teacher, and supervised work experience for the pupils.	New York Indiana
2. Treatment 1 plus utilization of the services of social and community agencies, and home contacts to serve the pupils in their homes.	Ohio Indiana
3. Treatment 1 plus the utilization of educational services from school and community.	New York Indiana
4. Treatment 1 plus the services from both the social and community and educational agencies.	Ohio Indiana
5. Treatment 1 substituting teachers who will use the materials developed in the workshop, but who did not attend the workshop for the training and hence did not participate in developing the materials for teaching.	Ohio Indiana
6. A course focused on the role of the homemaker, for two school periods, with a trained teacher, a conference period, and utilization of social service home contacts, and educational services.	Connecticut Indiana
7. No treatment. Control groups for each separate school involved.	New York Ohio Connecticut Indiana

Sample

The subjects for this study were senior high school potential dropout pupils in twelve schools -- one in Connecticut, six in Indiana, two in New York, and three in Ohio -- and their teachers, plus a control group of pupils identified in each school. Social, educational, family, and attitudinal factors were used to identify the pupils. (Appendix A1) These criteria were used by school counselors to designate the population qualified for the study.

Most of the pupils in the experimental and control groups were 15- to 17-year-old girls enrolled in tenth and eleventh grades. (Tables 2, 3, 4) Approximately one-third of their parents had 12 or more years of formal education. (Table 5) About 75 percent of the fathers and 50 percent of the mothers were employed at the time of the study. (Table 6)

Table 2 - Age Range of Pupils

Course	Type of Group	Number of Pupils of Ages 14	15	16	17	18	19	20	Total
Dual Role-	Experimental	5	33	52	22	3	0	1	116
Wage Earner	Control	2	23	70	26	4	0	0	125
Dual Role-	Experimental	0	4	9	8	1	1	0	23
Homemaker	Control	0	8	11	3	0	0	0	22
	Total	7	67	142	59	8	1	1	286

Table 3 - Sex of Pupils

Course	Type of Group	Number of Pupils Male	Female	Total
Dual Role-	Experimental	17	99	116
Wage Earner	Control	24	101	125
Dual Role-	Experimental	2	21	23
Homemaker	Control	0	22	22
	Total	43	242	286

Table 4 - Grade Level of Pupils

Course	Type of Group	No. of Pupils at Grade Levels 9	10	11	12	Total
Dual Role- Wage Earner	Experimental	0	68	37	11	116
	Control	2	52	61	10	125
Dual Role- Homemaker	Experimental	0	4	19	0	23
	Control	0	3	18	1	22
	Total	2	126	135	22	286

Table 5 - Educational Level of Parents

Type of Group	Years of Schooling 0-11 years N	%	12 or more N	%	Unknown N	%	Total N
Fathers							
Experimental	61	44	43	31	35	25	139
Control	71	48	50	34	26	18	147
Mothers							
Experimental	80	57	43	31	16	12	139
Control	79	54	61	41	7	05	147

Table 6 - Employment Status of Parents

Type of Group	Employment Status Employed N	%	Unemployed N	%	Retired N	%	Deceased N	%	Unknown N	%	Total N
Fathers											
Experimental	102	73	17	12	1	01	10	07	9	07	139
Control	117	80	7	05	3	02	9	06	11	07	147
Mothers											
Experimental	64	46	70	50	2	01	2	01	1	01	139
Control	77	52	66	45	1	01	2	01	1	01	147

Counselors attempted to take precautions against making the pupils aware that they were in an experimental or special class. The pupils in control groups were selected using the same criteria as the experimental groups. Whether or not these control group pupils were enrolled in a home economics class was not considered in Connecticut, Indiana, and New York. In effect, then, the comparison was made with a population of disadvantaged youth, not a population limited to disadvantaged home economics pupils. In Ohio, the control groups consisted of students who qualified for comparison purposes from intact conventional home economics classes focused on clothing content and with no subject matter comparable to the experimental classes to insure as much as possible that the study treatments were the factors operating in differences tested.

The teachers were selected by their supervisors in consultation with the principal investigators. The following general criteria were the basis for selection interest and willingness to work on the project, emotional stability as judged by their administrators and home economics city supervisors, warm responsive personality demonstrated ability to establish rapport with teenagers, Vocational Home Economics Teaching Certification or its equivalent and a Master's Degree or at least three years of successful teaching experience with some additional graduate study.

Procedure

The study was organized in three phases: (1) selection and developmental, (2) experimental, and (3) follow-up and dissemination.

Selection and Developmental Phase

The conceptual structure, objectives, format, and preliminary but incomplete curriculum materials for the two courses were developed by the three principal investigators. Concomitantly, schools, teachers, and pupils were selected in each state according to the criteria established.

A three-week workshop was held at Purdue University for all but two teachers of the experimental classes to provide opportunities for the teachers to react and contribute to the curricululm materials; study in depth the needs and characteristics of socially disadvantaged youth; develop guidelines for the employment aspects of the program; and sensitize the teachers, which included analyzing feelings and perceptions as these influence teaching. (Appendix A2-4) The research teams completed the development, refinement, and duplication of the two curricula. The teaching materials were mass produced by each principal investigator for her teachers of experimental classes. Non-workshop teachers were oriented to their responsibilities later. (Appendix A 4,5)

Twenty-four evaluative instruments were selected or developed by the Cornell team for use in the study. These are described in the next section of this report.

Experimental Phase

During the experimental phase of the study, pretests and posttests were administered, the two courses were taught in experimental situations as specified in the original study proposal, and appropriate data were secured from school records. Course plans and materials were subjected to continuous evaluation. Teachers of the experimental classes, using a descriptive scale, rated pupil behavioral response, the stated objectives, the learning experiences, teaching methods, and materials used for each subconcept as it was taught. In addition, the teachers provided suggestions for possible improvements in teaching plans or materials for the subconcept in question and noted means they used to assess how pupils were progressing. At the conclusion of the experimental program, teachers provided an over-all evaluation of the course. All participating teachers, as well as a random sample of pupils, were interviewed.

Followup and Dissemination Phase

Information was summarized for each subconcept; the data provided a major basis for the changes in the curricula made at a workshop held at Cornell University at the conclusion of the experimental courses. (Appendix B23) The two original curricula were combined into a single color-coded volume that could be adapted for use with a course which has a wage earner focus, homemaker focus, or a combination of the two. The revised curriculum comprises Volume II of the present project report.

In the fall semester, contacts were made and conferences were held with teachers and school counselors to locate the pupils and obtain information about their employment status. If a pupil had a summer job, the employer was contacted and his rating on worker performance was obtained. At the end of the following Spring semester, tests were administered to all available pupils. Data from the three institutions which were considered appropriate to test the hypotheses were combined, tabulated, and analyzed at The Ohio State University.

The revised curriculum guide was prepared for dissemination to the fifty state- and approximately 200 city-supervisors of home economics education and to approximately 300 teacher educators in the institutions throughout the country preparing vocational home economics teachers. Authorization was given to duplicate the curriculum as they wished.

Measurement Instruments

Several instruments were used to measure progress toward objectives in the study. Some evaluation instruments used in the present study were developed in previous research projects; others were newly designed for use in the current study. Since the study encompassed two curricula -- Dual Role-Homemaker oriented and Dual Role-Wage Earner oriented -- a battery of instruments was prepared for each focus. In some instances, the same instrument was used for both programs; in others, adaptations or deletions were made.

Validity of instruments developed for earlier research studies was established through following a pattern of literature review, repeated consultation with experts, and tailoring measures to project objectives. After pretesting instruments on samples similar to those in the study, item analyses were made and discriminating items were fitted into tables of specifications agreed upon by experts and the project researchers. A similar process was followed in the development of instruments designed expressly to meet objectives of the present study.

Reliability of instruments used in the present project was established through a variety of procedures identified in discussions of specific devices.

Personal Data Sheet, Fall, 1968 -- A questionnaire designed to obtain information pertaining to vocational choices, family background, previous employment and home responsibilities. (Appendix Cla)

Personal Data Sheet, Spring, 1969 -- Four questions which were included in the Personal Data Sheet, Fall, 1968 in relation to vocational choice and working wives were revised and used for Spring Data collection.

Achievement Tests

Preparation for Homemaking and Employment -- A 56-item multiple-choice test was based on a table of specifications which weighted the basic units of the course as follows: Skills for Living, 40%; Introduction to Skills for Employment in Food Service, 30%; and Skills for Homemaking, 30%. (29), (Appendix Bla)

Reliability-- Pretest reliability coefficient was not available and project findings regarding item discrimination are reported with the instrument in Appendix B. Items were drawn from a pool of tested items used in previous research studies having a similar focus and student population. Project coefficient was .65-76* (n = 105-116) as determined by the Kuder-Richardson formula.

Homemaker-Family Member -- A 56-item multiple-choice test was adapted and expanded from similar instruments used in earlier studies (29, 19). The table of specifications from which the instrument was designed weighted the basic units of the course: Skills for Living, 60%; and Skills for Homemaking, 40%. (Appendix Blb)

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*Data from four samples: pretest experimentals and controls and posttest experimentals and controls.

Reliability -- Pretest reliability coefficient was not available and project findings regarding item discrimination are reported with the instrument in Appendix B. Project coefficient was .73* (n = 23) as determined by the Kuder-Richardson formula.

Validity -- Validity of achievement tests adapted and expanded from those developed in earlier studies was determined, in addition to meeting program objectives, by use of tables of specifications (Appendix B1 a,b) which assured distribution of items over course content, consideration of item difficulty, and discrimination.

Adaptation of Rosenberg Scale of Self Concept -- An eight-item Likert-type instrument which differs from the original measure of self concept by the deletion of two items. The Internal Clearance Committee of the United States Office of Education found two items in the original scale too negative for the proposed sample. (35), (Appendix B2)

Reliability -- Pretest reliability coefficient is not available for the shortened instrument used in the study. The eight-item scale as used was possibly too short to provide a desirable reliability level. Time constraints precluded selection of an alternative instrument. The complete original instrument was a Guttman Scale having a reproducibility of 93%, scalability (items) of 73%, and scalability (individuals) of 72% (Rosenberg, 1965). Project reliability coefficient was .62 - .68* (n = 136-179) yielded by Hoyt-Stunkard Method, Analysis of Variance.

Validity -- See Appendix B2

People in Society (Rotter I-E Scale) -- A 29-item, forced-choice test including six filler items intended to make the purpose of the test somewhat ambiguous. The scale is concerned with the subject's belief about the nature of the world and with his perception of how reinforcement is controlled. The scale is considered to be a measure of generalized expectancy. (36), (Appendix B3)

Reliability -- Pretest reliability on a series of samples was .65 - .76 (Rotter, J., 1966) as determined by internal consistency. Pretest reliability for this study was .49 - .83 (Rotter, J., 1966) based on test-retest data. Project reliability coefficient was .47 - .51* determined by the Hoyt-Stunkard method.

Validity -- See Appendix B3

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*Data from four samples: pretest experimentals and controls and post test experimentals and controls.

Marriage Scale -- An eight-item instrument designed to measure the extent to which students were willing to accept behaviors for themselves in relation to marriage which might help break the cycle of poverty. The rationale for statements included in the instrument was that certain behaviors contribute to a marriage in which the couple expects to care for themselves rather than depending on welfare or other aids from the larger society. (Appendix B5)

Reliability -- Pretest reliability was an r of .74 which resulted from test-retest data. Project reliability coefficient was .62 - .73* (n = 136-171) determined by the Hoyt-Stunkard method.

Validity -- Supporting each item of the scale is a research finding and/or authoritative opinion from the literature relevant to the particular rationale that certain behaviors contribute to a marriage in which the couple expects to take care of themselves rather than depending upon welfare or other aids from the larger society. The intention of this instrument and of the Child Rearing Practices Scale was not to include attitudes toward every facet of marriage and child care but only of those behaviors shown through research to be peculiarly related to the cycle of poverty and deprivation of children in low-income homes. Specialists in Child Development and Family Relationships served as consultants for determining content within the rationale, a format considered to be appropriate for disadvantaged students, and keying of the items.

It was anticipated that students who scored high on the Rotter I-E Scale (measuring perception of the laws of control--internal or external) would score high on the Marriage instrument. Such was the case. When the experimental students were divided into the top 27 percent and the low 27 percent on the basis of Rotter scores, the top group scored higher on the marriage scale (significant at .05).

Students receiving high scores on the Marriage scale (attitude toward a self-sustaining marriage) received high scores on Child Rearing Practices Scale which follows. (Difference between high and low groups significant at .001.)

Child Rearing Practices Scale -- A two part instrument designed to measure considerations of students for the families they themselves will have in the future. Items selected for the scale represented those practices desirable in the development of children, with emphasis on cognitive development, especially during the early years. The purpose of the instrument was to determine to what extent students accepted behaviors which might help break the welfare dependency cycle. The score totaling the right-hand column of responses represents this acceptance of behaviors. (Appendix B4)

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*Data from four samples: pretest experimentals and controls and post test experimentals and controls.

Reliability -- Pretest reliability was an r of .72 yielded from test-retest data. Project reliability coefficient was .55 - .71* (n = 135-176) as determined by the Hoyt-Stunkard method

Validity -- The rationale for the items was similar to that of the Marriage Scale in that items selected represented those practices which parents could use in interaction with children that seemed to enhance the child's readiness for cognitive activities in school. Research findings were the basis for the items.

It was expected that students scoring high on the Rotter I-E Scale would also score high on Child Rearing Practices items. Mean score difference between those in the high and low 27 percent on Rotter Scale and Child Rearing Practices instrument was significant at .001.

In neither case, marriage nor child rearing was anything meant to be said or implied about personal satisfactions or happiness. The whole idea was a self-sustaining marriage from which the children would have a reasonable chance of getting along in the world.

Attitude Toward Dual Role for Women Scale -- A 25-item Likert-type scale which measured degree of pupil acceptance of a dual role for a woman as homemaker-wage earner. The scale explored feelings concerning woman's traditional role, effect of mother's employment on children in the family, society's need for trained women employees, and problems of family relationships and home management inherent in the dual role. (Appendix B6)

Reliability -- Pretest reliability was an r of .85 yielded from test-retest data. Project reliability coefficient was .80-.83* (n = 134-162) determined by the Hoyt-Stunkard method.

Validity -- Procedures for establishing validity of the instrument were governed largely by a program-type objective: to help high school pupils understand and plan adequately for the likelihood that women will have a dual role of homemaker-wage earner for much of their married lives. This objective was discussed with college subject matter specialists, teacher educators, and classroom teachers and from their specific suggestions, as well as from an extensive review of literature, the topics selected as most relevant to preparation for the dual role of homemaker-wage earner were: sociological concepts, economic factors, effect of stage in the family life cycle, decision making, cost factors - time, money, effort, provision for care of children, and management of income (19).

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*Data from four samples: pretest experimentals and controls and post-test experimentals and controls.

Using these dimensions of the dual role as a guide, an open-end questionnaire was developed and administered to a sample of pupils similar to those in the present study. Items included in the final scale were based on the written responses of these students. Selecting items from pupil responses made a special contribution to content validity since such responses were written from the students' frame of reference and in their vocabulary. (Table of Specifications - Appendix B6)

When students were divided into high and low groups on the basis of their Rotter I-E Scale scores, the high group scored significantly higher (.01) on Attitude Toward a Dual Role. The Dual Role instrument incorporated ideas of independence compatible with a rejection of ideas of lack of control over what happens to the individual.

Attitude Toward Work Scale -- A 49-item Likert-type scale of student attitudes toward adequacy of school preparation, supervision and supervisors, co-workers, choosing a job, rights and responsibilities of employees, inner satisfactions from working, and expectations of future advancement. (20), (Appendix B7)

Reliability -- Pretest reliability was an r of .87 yielded from split-halves data and Spearman-Brown adjustment formula. Project reliability coefficient was .77-.83* (n = 125-138) yielded by Hoyt-Stunkard method.

Validity -- Validity of the scale was established by getting agreement among experts (Institution Management, Industrial and Labor Relations Professors; Home Economics and Distributive Education teachers; and employers) as to the dimensions to be measured. Validity was further strengthened on the basis of a content analysis of student responses to an open-end questionnaire in which they expressed in their own words their attitude toward work. Six guidance counselors served as a panel of experts to indicate the direction (positive or negative) of each statement. The statements used represented a majority but not always the unanimous opinion of the guidance counselors.

Pupils were divided into upper (27%) and lower (27%) groups on the basis of their scores on Becoming Employable Scale as rated by their teachers at the end of the course. Confirming a relationship that could be expected, mean scores of upper group students were significantly different (.001) from those of lower group on Attitudes Toward Work.

Students scoring in high and low groups on the Rotter I-E Scale had significantly different (.02) mean scores on Attitudes Toward Work which incorporated ideas of independence and self reliance.

Significant differences (.001) between high and low groups of students as measured on both the Child Rearing Practices and Marriage instruments were found for high and low group Attitude Toward Work mean scores.

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*Data from four samples: pretest experimentals and controls and post-test experimentals and controls.

Becoming Employable Scale -- A descriptive rating scale to measure personal qualities which contributed to total employability: appearance on the job, cooperation with co-workers, acceptance of supervision, attitude toward regulations, dependability, adaptability and initiative, attitude toward public, pride in job, and suitability for the job. (20), (Appendix B8)

Reliability -- Pretest reliability was an r of .75 yielded by Rank Correlation for Pairs of Judges, Spearman-Brown Adjustment. Project findings regarding item discrimination are reported with the instrument in Appendix B8)

Validity -- Mean score difference between high and low groups on Employer Ratings (given by employer or supervisor on an out-of-school job) and end-of-course teacher rating on Becoming Employable Scale was significant at .01. For additional information see Appendix B8.

Management, Safety, and Sanitation Rating Scales -- Three descriptive rating scales of a general nature which were applicable to a number of entry-level jobs. The Management Rating Scale assesses speed of work, attention to job, body mechanics, use of equipment, and adjustment to new and/or unpleasant situations. The Safety Rating Scale is concerned with attire, using machines, climbing, lifting and carrying, sharp utensils, burns, and attitude toward safety. The Sanitation Rating Scale has subsections related to health and personal hygiene, food storage, and food preparation and serving. (29), (Appendix B9-11) Adaptations of the management, safety, and sanitation scales to home situations provided for rating in the Dual Role-Homemaker Course. (Appendix B 12-14)

Reliability -- Pretest reliability coefficient for the Sanitation Rating Scale was an r of .79, Management Rating Scale an r of .75, and for Safety Rating Scale an r of .81 was obtained from rank correlation for pairs of judges and the Spearman-Brown Adjustment formula.

The following pretest reliability coefficients are for scales that were adapted from the ones used in the Homemaker-Wage Earner Course for use in the Dual Role Homemaker Course. Sanitation Rating Scale received an r of .97, Safety Rating Scale an r of .99, Management Rating Scale an r of .97; all which were obtained from split-half data. Project findings regarding item discrimination are reported with the instruments in Appendix B 12-14)

Validity -- See Appendix B, 9-14

Homemaker Meal Service Rating Scale -- Essentially the same as the Meal Service Scale developed in an earlier study (29) (Appendix B15). Only pupils in the Dual Role-Homemaker Course were rated on this scale. Subsections include menu planning, food buying, food handling and storage, meal preparation, table setting and service, and clean-up.

The pretest reliability coefficients for the Homemaker Meal Service Rating Scale was an r of .98 and was obtained from split-half data.

Validity -- See Appendix B15

Worker Descriptive Rating Scales -- Five scales used in the Dual Role-Wage Earner Course in conjunction with the four general scales previously described for measuring competence in specific food service skills: Cafeteria Counterman, Waiter/Waitress, Cook's Helper, Dietary Aide, Short-Order Cook/Lunchroom Counterman. (29), (Appendix B 16-20)

Reliability -- Pretest reliability coefficient for the Cafeteria Counterman Rating Scale was an r of .92, Cook's Helper Rating Scale was an r of .91, Dietary Aide Rating Scale was an r of .78, Short-Order Cook Rating Scale was an r of .74, and the Waiter/Waitress Rating Scale was an r of .89; all were obtained from Rank Correlation for Pairs of Judges and the Spearman-Brown Adjustment formula.

Validity -- See Appendix B 16-20

My Job Rating Scale -- A 23-item descriptive instrument (29, 30) for employed pupils to express job satisfaction in such areas as physical and mental exertion, co-workers, working conditions, salary, nature of the job, and judgments concerning employer. (Appendix B 21)

Reliability -- Pretest reliability was an r of .85 which was a result of test-retest data. Project findings regarding item discrimination are reported with the instrument in Appendix B.

Validity -- See Appendix B 21

Employer Rating Scale -- An 11-item descriptive rating scale (29, 30) having as subsections: appearance; relationships with a supervisor, co-workers, and public; quantity and quality of production; and dependability. (Appendix B 22)

Reliability -- Pretest reliability was an r of .76 yielded by Rank Correlation for Pairs of Judges and the Spearman-Brown Adjustment formula.

Validity -- Validity of the descriptive rating scales was established through agreement on dimension to be measured by the following experts: New York State College of Human Ecology professors in the Departments of Child Development and Family Relations, Household Economics and Management, and Institution Management; professors in the New York State School of Industrial and Labor Relations; secondary teachers in Home Economics, Distributive Education, and other Vocational Education areas; and employers of workers in entry-level jobs. A thorough review was made of professional training manuals, descriptive rating scales commonly used in business, and other relevant literature.

Teacher Report I -- A 12-item teacher observation record designed to measure pupil motivation as demonstrated by school attendance, reaction to discipline, and initiative in seeking employment. (Appendix C 2)

Teacher Report II -- Information on grade point average, intelligence quotient, absenteeism, health, and handicaps. (Appendix C 3)

Teacher Report III - Reflection of Self Regard -- A two-part instrument which included anecdotal records over a period of time and a 9-item scale reflecting pupil behaviors such as degree of cooperation, tendency to criticize school personnel, inclination to seek help when needed, personal relationships with peers and teachers, acceptance of school controls, and initiative. (Appendix C 4)

Validity -- Teacher Reports I, II, III represented attempts to obtain an objective assessment of the elusive construct motivation, as opposed to a self-report scale in which the respondent indicated his view. Content validity was based on literature review and consultation with a psychologist and a sociologist.

Follow-Up Inquiry -- A double post card (29, 30) mailed at monthly intervals during the summer requesting description of job, place of employment, pay per hour, hours of employment per week, likes and dislikes about job, and notation of any problems encountered. (Appendix C 5)

Follow-Up Questionnaire: End-of-summer form -- An 8-item questionnaire (29, 30) which repeated the questions from the double post card and asked for the employer's name and business address if employed, and reasons for not working if not holding a job. (Appendix C 6)

Follow-Up Questionnaire: One-year-later form -- A questionnaire (29, 30) identical to the end-of-summer form except that two questions concerning job aspirations were added. (Appendix C 7)

Evaluation of Curriculum Plan and Materials -- A 12-item descriptive rating scale designed for use by the teachers soon after they had taught each subconcept in the experimental courses. The use of subconcepts as the basis upon which to evaluate each portion of the curriculum made it possible to secure detailed information on small areas and over short periods of time. This device, which had as dimensions the statement of objectives, selection of learning experiences, student behavioral response, and teaching materials, as well as space for comments, notation of evaluation used, and anecdotes, provided helpful guidelines for the post-experiment workshop at which teachers and researchers determined the final version of the curriculum publication. (Appendix B 23a)

Evaluation of Teaching Materials: Homemaker-Wage Earner Course and Homemaker-Family Member Course -- Forms for teacher rating of materials used in the project. Rating was made at five levels of quality related to willingness to purchase materials using department funds, if funds were not otherwise available. (Appendix B 23b,c)

Teacher Inverview Schedule -- An interview schedule designed to elicit teacher views regarding areas of most interest to students and most difficult to teach; desirable additions to or deletions from the curriculum; value and/or difficulties associated with work experience for students; usefulness of such media and experiences provided as slides, films, transparencies, programmed instruction, resource persons, and field trips. Teachers were asked to indicate advantages and disadvantages of curriculum modules and to make recommendations for revision of the curriculum guides which were provided for their experimental classes. (Appendix B 23d)

Student Interview Schedule -- A 22-item instrument through which students were asked to rank major concepts of the course in order of interest and to answer questions about helpfulness of the course, suggestions for improvement, work experience, future plans, and the effectiveness of a variety of teaching techniques: use of visuals, programmed instruction, outside speakers, role playing, laboratory experience, teacher demonstrations, and field trips. (Appendix B 23e)

Overall Evaluation of the Curriculum Research Project -- A revised version of the descriptive rating scale used in the Hughes pilot program testing materials related to the Dual Role for Women concept (19). The instrument assessed teachers' opinions on several aspects of the present study; overall response to the curriculum, attitude toward prepared curriculum materials, teaching sequence of the concepts, over-all student behavioral response, and the teaching materials provided. (Appendix B 23f)

Validity -- A critical analysis by researchers in the field of curriculum development and evaluation verified the content of the curriculum materials. Validity rested, also, on the curriculum outlines for both the Homemaker-Wage Earner and Homemaker-Family Member courses.

Analysis of Data

An examination of the analysis of variance tables showed that the between school differences were generally small relative to the within school variation, thus warranting the "pooling" of all data for each treatment from Cornell, Purdue, and The Ohio State Universities.

The t-test, appropriate for testing small samples and the chi square test were used for determining magnitude of differences; the sign test was used as the statistical method for assessing direction of gain score differences between pretest-post test and post test-retest results on measurement instruments. The sign test was applied to scores for reporting results in terms of hypotheses 1a and 1b, since difference in change of direction, as well as magnitude of difference, was considered important as a valid indicator of effectiveness for this experimentation. The reader is alerted to direction of differences by signs in tables where hypotheses 2a and 2b variables are reported but it was considered inappropriate to discuss at length when the five comparisons of treatments were not individually distinct and different. Scores on some of the evaluation instruments did not have precise quantitative properties and the value of findings was thought to be what could be said justifiably about direction of differences that existed between the identified treatments in the teaching-learning situations. When more signs were positive than negative for treatments involved in testing an hypothesis, some support was deemed apparent.

Data collected, which were not used for statistically testing the hypotheses, are reported in a descriptive manner where applicable and appropriate for complete understanding of program impact.

RESULTS

The researchers had expected that potential dropout youth would benefit from the two courses designed especially for them. The two courses differed in terms of their primary emphasis on homemaking or wage earning. Furthermore, it was thought that there would probably be an increase in the wage earning oriented course effectiveness if teachers would supplement the basic course teaching strategies with utilization of resources from social and educational agencies in their communities, that the effect would be increased if more than one kind of resource were utilized, and that effectiveness was not contingent on teacher participation in course development.

An attempt was made in the courses to encourage pupil perception of individual worth and destiny as well as to maximize positive attitudes toward school, home life, and the world of work. Thus, effectiveness was determined through analysis of test results and records in terms of changed pupil self concept; perception of locus of control; knowledge and comprehension of course content; attitude toward child rearing practices, marriage, dual role for women, and work; school attendance; academic record; and potential employability.

Self Concept

The experimental courses were designed, in part, to be a means by which youth in disadvantaged circumstances might be helped to change an image reflecting worthlessness. As defined for the study, self concept was considered to be feelings held by students toward their self worth, equality with others, and respect for themselves.

Mean scores on the adapted Rosenberg Scale indicated that pupils in experimental classes had better self concepts than did their counterparts in control groups. (Table 7). Both hypotheses 1a and 2a were

Table 7 - Mean Gain in Self Concept

			Pretest to Post test (1969)							Post test to Retest (1970)					
Hypo-thesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.	Hypo-thesis	N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	21	1.38	2.33	.26	.83	-	2a	14	- .71	3.89	.08	.99	+
	Control	T7	22	1.64	3.81					17	-2.06	4.82			
	Add. Soc. Serv.	T2	23	.13	2.65	.09	.99	+		14	.21	4.30	.37	.74	+
	Control	T7	23	.04	3.46					15	- .27	2.58			
	Add. Ed. Serv.	T3	27	.52	3.13	.41	.71	+		22	.27	3.49	.86	41	+
	Control	T7	29	.17	3.19					18	- .78	4.25			
	Comb. Serv.	T4	24	1.71	3.20	3.77	.001	+		20	- .25	4.27	.26	.83	+
	Control	T7	27	1.15	2.16					22	- .59	3.95			
	Non-wkshp. Tchr.	T5	21	1.05	4.40	.91	.39	+ P=.969		13	1.08	4.44	1.48	.14	+ P=1.0
	Control	T7	23	.09	2.35					17	-1.00	3.28			
1b	Add. Soc. Serv.	T2	23	.13	2.65	1.66	.11	-	2b	14	.21	4.30	.60	.56	+
	Basic Cs.	T1	21	1.38	2.33					14	- .71	3.89			
	Add. Ed. Serv.	T3	26*	.77	2.90	.25	.84	-		22	.27	3.49	.79	.45	+
	Basic Cs.	T1	21	1.38	2.33					14	- .71	3.89			
	Comb. Serv.	T4	24	1.71	3.20	.39	.73	+		20	- .25	4.27	.32	.78	+
	Basic Cs.	T1	21	1.38	2.33					14	- .71	3.89			
	Comb. Serv.	T4	24	1.71	3.20	1.84	.07	+		20	- .25	4.27	.32	.78	-
	Add. Soc. Serv.	T2	23	.13	2.65					14	.21	4.30			
	Comb. Serv.	T4	24	1.71	3.20	1.09	.30	+		20	- .25	4.27	.44	.69	-
	Add. Ed. Serv.	T3	26*	.77	2.90					22	.27	3.49			
1c	Workshop Teacher	T1	21	1.38	2.33	.03	.99	+	2c	14	- .71	3.89	1.11	.30	-
	Non-wkshp. Tchr.	T5	21	1.05	4.40					13	1.08	4.44			
3	Hmkg. Course	T6	23	1.04	2.67	1.04	.32	-	4	18	1.28	1.28	.57	.58	+
	Control	T7	22	1.82	2.28					18	- .67	1.82			

*Data are reported in this series of tables for 26 pupils in Treatment 3 except in Tables 15 and 18 in testing hypothesis 1b due to inadvertent loss of a card.

rejected. When the sign test was applied, the probability was .969 that change in self concept at the end of the course favored the wage earning experimental groups. Likewise, comparing the scores for these same people one year later, all experimental groups had higher gain scores than control groups, a probability approaching 1.0. A t value of 3.77 for the groups where social and educational resources were combined in teaching the course revealed a difference at the .001 level of significance at the end of the experimental phase which was not sustained one year later.

There was little evidence of cumulative effects of the agency resources improving self concepts for these youth. Apparently the curriculum materials were usable by teachers not involved in their development, since workshop participation for teachers did not reveal a difference at a significant level in terms of self concept for pupils. The homemaking oriented experimental course did not appear to contribute to improved self concepts for these pupils. Thus, hypotheses 1b, 2b, 1c, 2c, 3, and 4 in terms of self concept, failed to be rejected.

Data from end-of-course interviews with all twelve teachers and a random selection of one-half the pupils in each class provided additional verification for the tentative conclusion that self concept was indeed enhanced for pupils participating in the course. Pupils revealed that the understanding of self-and-others concept was among the three most favored areas of study. When interview resumes from boys were looked at separately, it was found they ranked this concept high. More than three-fourths of the pupils (61 of 73) who were interviewed felt they had learned something new about themselves during the course. "She made us look at ourselves better than wheat we thought we were," was a representative comment. Only six of the pupils indicated that the self understanding concept was a difficult part of the course. Several thought self understanding which developed during the year would prove to be the most helpful in the future of all concepts studied.

Some pupil comments illustrative of self concept benefits from the course follow:

> Now I know how to do things.
>
> I learned about myself and how to hold a job.
>
> We talked about back-biting, and that helped me.
>
> I feel I can do better already.
>
> I know what I can really do - that you'd never think to be able to do.
>
> You can improve if you know.

> If you care enough about yourself you'll stop and think.
>
> Sometimes I just look at myself and it helps to see how others see me.
>
> Some things I just didn't know I could do - 'cause I didn't put enough effort into it. Now, I have found I can.
>
> It helped me overcome my handicaps.
>
> It (the course) made it seem like when you gave your opinion that you were the most important person.

The section of the curriculum comprising the subconcepts related to self-perception were seen by the teachers to be well received by pupils in general. No teacher saw this section as repeating learnings of earlier school work and five of the twelve found that pupil response made this the most interesting portion of the course to teach. Typical of teacher comments regarding this section are the following: "Understanding self and others was actually the basis of what we were trying to do here" and there was ". . . a lot of student response to understanding self."

The teachers were asked to indicate the apparent evidences of self regard observable as pupils interacted with teachers administrators and other school personnel, as well as with their peer groups. Experimental groups were ranked higher than those in control groups. The highest possible score on this report was 22, and approximately 83 percent of the 139 pupils in the experimental, and 76 percent of the 147 pupils in the control groups had a score in the top half of the range.

After a year's experience with the curriculum, seven teachers said they would go even "more deeply into the topic of self-concept;" most of them considered the curriculum especially effective for working with the disadvantaged youth for whom it was intended". . . teaching them how to live" and ". . . helping them accept themselves and others." Thus, tests and records revealed improvement in self concept for the disadvantaged youth in the study.

Perception of Locus of Control

Disadvantaged youth are said to think they are "victims" of a world in which they have no control over their own "destiny." The way in which these youth "looked at" the society in which they lived and what part they could assume in determining their own role in that society was assessed through use of the Rotter Scale which was concerned with their perception of reinforcement control.

It is obvious that little credit could be attributed to the specially designed courses for helping these pupils in their perception of locus of control since mean gain scores were actually higher for control than for wage earning oriented experimental groups in most teaching situations (Table 8). Adding agency resources did not improve the situation to any measurable extent and the workshop teachers had no apparent advantage over those who did not attend the workshop. The homemaking oriented course appeared to have made little contribution to the locus of control aspect of life for these youth. On the basis of statistical tests, all hypotheses failed to be rejected for this variable of locus of control.

Certain interview comments by pupils illustrated the kind of help received in terms of future aspirations being under their own control:

> It (the course) helped me to understand what would happen in the future.
>
> This course gets you a job.
>
> It helps just knowing how to be independent out in the world, making decisions.
>
> It (the course) helped me see what I'd like to do in the future.
>
> It (the course) helped us understand what would happen in the future and how I could understand it.
>
> It (the course) helps you get prepared for life in the future.
>
> A girl looking into the future really needs this course.
>
> Things were just not working right until I got into (the teacher's) class and she kind of helped me out.
>
> It (the course) prepares you for a job so you know what to expect.
>
> In each job there are special things you've got to know - have to learn on the job.
>
> The course taught me enough to go out on my own.
>
> The material showed you that others had more problems than you.
>
> Some things, I didn't know why they happened but now I do.
>
> It (the course) brings out things you never thought of - that you took for granted of life in general, so to speak.

In general, there was limited recognizable positive support for the courses in terms of contributing to pupil change in perception of that elusive factor of "destiny" control.

Table 8 - Mean Gain in Perception of Locus of Control

			Pretest to Post test (1969)						Post test to Retest (1970)						
Hypo-thesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.	Hypo-thesis	N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	21	- .71	2.83	.60	.56	-	2a	14	- .86	2.41	-.03	.99	-
	Control	T7	23	- .22	2.66					17	- .59	2.29			
	Add. Soc. Serv.	T2	23	-1.22	3.66	1.55	.13	-		14	- .43	3.78	.95	.36	+
	Control	T7	23	.30	2.96					15	-1.47	1.89			
	Add. Ed. Serv.	T3	27	.00	3.05	1.67	.11	+		23	- .39	3.51	.42	.70	+
	Control	T7	29	-1.28	2.67					18	- .83	2.85			
	Comb. Serv.	T4	24	- .46	3.39	.89	.39	-		20	- .40	2.93	.01	.99	-
	Control	T7	27	.33	2.97					22	- .36	3.35			
	Non-Wkshp. Tchr.	T5	21	.24	3.03	.58	.57			12	-1.08	2.54	.02	.99	
	Control	T7	23	.74	2.72			P=.969		17	-1.06	3.15			P=.812
1b	Add. Soc. Serv.	T2	23	-1.22	3.66	.16	.92	-	2b	14	- .43	3.78	.36	.75	+
	Basic Cs.	T1	21	- .71	2.83					14	- .86	2.41			
	Add. Ed. Serv.	T3	26	.04	3.11	.27	.82	+		23	- .39	3.51	.42	.70	+
	Basic Cs.	T1	21	- .71	2.83					14	- .86	2.41			
	Comb. Serv.	T4	24	- .46	3.39	.27	.82	+		20	- .40	2.93	.48	.66	+
	Basic Cs.	T1	21	- .71	2.83					14	- .86	2.41			
	Comb. Serv.	T4	24	- .46	3.39	.23	.86	+		20	- .40	2.93	.02	.99	+
	Add. Soc. Serv.	T2	23	-1.22	3.66					14	- .43	3.78			
	Comb. Serv.	T4	24	- .46	3.39	.17	.92	-		20	- .40	2.93	.01	.99	-
	Add. Ed. Serv.	T3	26	.04	3.11					23	- .39	3.51			
1c	Workshop Teacher	T1	21	- .71	2.83	1.05	.14	-	2c	14	- .86	2.41	.22	.86	+
	Non-Wkshp. Tchr.	T5	21	.24	3.03					12	-1.08	2.54			
3	Hmkg. Course	T6	23	- .39	3.10	.44	.69	-	4	18	.94	2.94	.00	.99	-
	Control	T7	22	.00	2.90					18	1.00	2.85			

Knowledge

Knowledge and comprehension of course content considered basic to the three units included in the course, skills for living, homemaking, employment, were assessed through pupil responses to one paper and pencil test developed for the wage earning oriented classes and one developed specially for the homemaking oriented groups.

There was evidence that pupils in the wage earning classes made a greater gain in knowledge during the year of experimentation than their control counterparts (Table 9). However, the reverse was true one year later indicating that specific knowledge retention as tested by the paper and pencil test was not a strong attribute of the course. The agency resources and the workshop experience for the teacher did not appear to contribute to increased knowledge for pupils. The experimental homemaking course pupils did not gain more in knowledge tested than those who had not been enrolled in such a course.

Hypothesis 1a, end of course achievement in the wage earning course, was rejected due to the positive sign of direction change for four of five experimental treatment groups at a .969 level and a t value of 3.27 denoting a .001 level of significance in one group. The following year this was reversed in favor of the control groups; thus, hypothesis 2a was rejected but favorable to the nonexperimental group.

Hypotheses 1b and 2b failed to be rejected since difference in knowledge gain at an acceptable significance level did not exist in a cumulative manner for groups when agency resources were added to the course.

Hypotheses 1c and 2c failed to be rejected since no difference at an acceptable significance level was apparent between groups taught by teachers who attended and those who did not attend the workshop session when curriculum materials were developed.

Hypotheses 3 and 4 failed to be rejected in terms of knowledge gain since no difference was apparent between the scores for experimental homemaking course pupils and their control counterparts.

During interviews there was evidence that learning did occur for individual pupils enrolled in the courses. Illustrative of this evidence is the following report about seven pupils:

> Pupil A worked as waitress, hostess, and cashier. Her employer asked for one hundred more workers like her.
>
> Pupil B was a shy girl with an over-weight problem, yet she was highly successful as a dietary aide in a medical center.
>
> Pupil C was promoted from garbage handler to a kitchen supervisor during the period of employment.

Table 9 - Mean Gain in Knowledge

			Pretest to Post test (1969)						Post test to Retest (1970)						
Hypothesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.	Hypothesis	N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	21	3.43	5.93	1.50	.19	+	2a	14	.50	7.24	.04	.99	-
	Control	T7	23	1.17	3.92					17	1.35	5.62			
	Add. Soc. Serv.	T2	23	3.52	6.60	07	.99	-		14	.79	7.59	.56	.59	+
	Control	T7	23	3.65	6.04					15	- .60	5.80			
	Add. Ed. Serv.	T3	27	4.22	6.10	1.17	.26	+		22	- .18	5.84	1.57	.13	-
	Control	T7	29	2.35	5.97					18	2.39	4.19			
	Comb. Serv.	T4	24	3.25	5.94	1.57	.13	+		19	- .05	6.21	.54	.61	-
	Control	T7	27	1.00	4.24					22	.86	4.67			
	Non-Wkshp. Tchr.	T5	21	5.10	4.85	3.27	.001	+ P=.969		12	-1.42	6.07	1.70	.10	- P=.969
	Control	T7	23	.96	3.46					18	2.00	4.89			
1b	Add. Soc. Serv.	T2	23	3.52	6.60	.05	.99	+	2b	14	.79	7.59	.10	.99	+
	Basic Cs.	T1	21	3.43	5.93					14	.50	7.24			
	Add. Ed. Serv.	T3	26	4.08	6.17	.12	.96	+		22	- .18	5.84	.32	.78	-
	Basic Cs.	T1	21	3.43	5.93					14	.50	7.24			
	Comb. Serv.	T4	24	3.25	5.94	.10	.99	-		19	- .05	6.21	.24	.85	-
	Basic Cs.	T1	21	3.43	5.93					14	.50	7.24			
	Comb. Serv.	T4	24	3.25	5.94	.15	.94	-		19	- .05	6.21	.35	.76	-
	Add. Soc. Serv.	T2	23	3.52	6.60					14	.79	7.59			
	Comb. Serv.	T4	24	3.25	5.94	.15	.94	-		19	- .05	6.21	.02	.99	+
	Add. Ed. Serv.	T3	26	4.08	6.17					18	- .18	5.84			
1c	Workshop Teacher	T1	21	3.43	5.93	.33	.78	-	2c	14	.50	7.24	.27	.82	+
	Non-Wkshp. Tchr.	T5	21	5.10	4.85					12	-1.42	6.07			
3	Hmkg. Course	T6	23	.91	7.45	.38	.74	-	4	18	-5.11	10.95	.60	.56	+
	Control	T7	22	1.64	5.20					19	-6.95	7.16			

> Pupil D was shy and unresponsive in classes but gained self confidence under the supervision of his project supervisor. On his own initiative later, he obtained employment in a bakery where he was promoted to assuming supervisory responsibilities.
>
> Pupil E was a known gang knife fighter who was reluctant to remain in class when she discovered members of an opposing gang enrolled. Initially, she refused to hand in assignments but responded favorably to the teacher who did not put an "F" mark on the paper but assisted her in attempting to correct the errors before final evaluation of her efforts. The knife fighting subsided during the year and she volunteered contributions in class sessions.
>
> Pupil F became an attentive class member as well as a responsible employee and ceased to be an irresponsible chronic absentee after seeking medical attention for hyperactivity at the suggestion of the project supervisor.
>
> Pupil G said, "You learn more from this course than in any other."

Thus, course efficacy in terms of over-all knowledge gained as assessed by paper and pencil tests for these pupils was evident at the end of the course but they failed to retain all they had learned during the year away from the classroom situation. In spite of all else, the pupils said they learned, teachers attested to their learning, and employers were impressed by what they observed on the job.

Child Rearing Practices

An expressed concern about youth from a disadvantaged culture is the extent to which they will be willing and able as they grow into responsible adulthood to develop the characteristics required to break the cycle of welfare dependency in which their parents may be bound. Thus, the Child Rearing Practices Scale was used to assess the cognitive understanding these youth developed in relation to encouraging an atmosphere in which children would be helped to experience success.

One year after the wage earning course experimentation it was apparent that gain for these pupils in this respect was higher than for their control counterparts but not for the pupils in the experimental homemaking course (Table 10). At that time it was apparent, too, that the gain scores for pupils in classes taught by the teachers involved in the workshop were higher than for those pupils taught by teachers having nothing to do with the development of the course plans. Added resources made no lasting impact on learning.

Table 10 - Mean Gain in Child Rearing Practices

			Pretest to Posttest (1969)						Posttest to Retest (1970)					
Hypo-thesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.	Hypo-thesis	N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	21	.0	1.79	1.33	.19	-	2a	14	11.36	15.57	1.02	.33	+
	Control	T7	23	2.17	7.28					17	6.18	12.69			
	Add. Soc. Serv.	T2	23	-.39	3.54	1.09	.30	-		14	1.57	4.16	1.41	.16	+
	Control	T7	23	.70	3.20					15	-.33	3.04			
	Add. Ed. Serv.	T3	27	.22	2.58	.31	.79	-		23	10.96	15.46	.50	.64	+
	Control	T7	29	.41	2.01					18	8.44	16.23			
	Comb. Serv.	T4	24	.50	3.20	.34	.77	+		20	-.55	2.80	.32	.78	+
	Control	T7	27	.22	2.52					22	-.82	2.81			
	Non-Wkshp. Tchr.	T5	21	.52	1.60	.32	.78	P=+.812		13	-.23	1.96	1.14	.28	+ P=1.0
	Control	T7	23	.17	2.82					17	-1.18	2.46			
1b	Add. Soc. Serv.	T2	23	-.39	3.54	.14	.95	-	2b	14	1.57	4.16	2.27	.05	-
	Basic Cs.	T1	21	.0	1.79					14	11.36	15.57			
	Add. Ed. Serv.	T3	26	.04	2.44	.05	.99	+		23	10.96	15.46	.02	.99	-
	Basic Cs.	T1	21	.0	1.79					14	11.36	15.57			
	Comb. Serv.	T4	24	.50	3.20	.63	.55	+		20	-.55	2.80	3.36	.001	-
	Basic Cs.	T1	21	.0	1.79					14	11.36	15.57			
	Comb. Serv.	T4	24	.50	3.20	.91	.39	+		20	-.55	2.80	1.78	.08	-
	Add. Soc. Serv.	T2	23	-.39	3.54					14	1.57	4.16			
	Comb. Serv.	T4	24	.50	3.20	.18	.91	+		20	-.55	2.80	3.27	.001	-
	Add. Ed. Serv.	T3	26	.04	2.44					23	10.96	15.46			
1c	Workshop Teacher	T1	21	.0	1.79	1.00	.34	-	2c	14	11.36	15.57	2.66	.05	+
	Non-Wkshp. Tchr.	T5	21	.52	1.60					13	-.23	1.96			
3	Hmkg. Course	T6	23	.35	2.50	1.06	.32	+	4	18	14.56	17.22	.60	.56	-
	Control	T7	22	-.41	2.26					18	17.94	16.13			

On the basis of the sign test, hypothesis 1a related to pupil attitude toward child rearing practices was rejected favoring the control groups in the wage earning course at the end of the experimental year with .812 probability level. However, hypothesis 2a was rejected favoring the experimental groups one year after the course was taught with a sign test probability level approaching 1.0. Perhaps this finding supports the generalization that deep seated attitudes are difficult to change and require a period of time to become apparent.

Hypothesis 1b, testing effects of added resources during the experimental year, failed to be rejected since no differences were apparent at an acceptable significance level. Hypothesis 2b was rejected since four of the five t tests revealed differences at the .05, .001, and .08 levels of significance indicating no cumulative effect of agency resource utilization.

Hypothesis 1c failed to be rejected, but hypothesis 2c was rejected since at that time the mean gain difference for pupils taught by teachers attending the orientation workshop session was at a .05 level of significance.

Hypotheses 3 and 4 failed to be rejected since no differences in scores were apparent at acceptable significance levels for pupils enrolled in the homemaking experimental and control groups.

Some pupils attested to learning in this aspect of the courses in comments made during interviews:

> I didn't know about how you have children.
>
> I liked the mother's role, what she should do to keep a child happy.
>
> It (the course) helped me learn more about child development - things I didn't know.

Thus, there was support for thinking that change in attitude toward child rearing practices existed where the curriculum was used, but the compensatory resources utilized by the teachers did not make the difference.

Attitude Toward Marriage

Those who live in "hard core" poverty stricken families are sometimes unable to develop the beliefs and behaviors that are conducive to breaking away from the cycle which often "binds" them generation after generation. Pupils were tested on eight carefully selected statements to which they responded revealing their willingness to accept ideas and behaviors that could lead to stability, if implemented.

Mean gain scores on tests measuring attitude toward marriage revealed that pupils in experimental wage earning groups improved more during the year the course was taught than their counterparts in the control groups but this difference was not in evidence for those tested one year later except where social agency resources had been utilized (Table 11). There were no cumulative effects of utilizing the agency resources, the workshop experience made little difference in test scores, and the homemaking course did little to improve attitudes toward marriage for these youth.

With four out of five groups of pupils in the special wage earning oriented course producing higher mean gain scores in attitude toward marriage than their controls, hypothesis 1a was rejected at a probability level of .969 attesting to this direction of change. One year later, four out of five of the control groups had higher mean gain scores than pupils in experimental groups; thus, hypothesis 2a was rejected for the opposite reason.

Hypotheses 1b and 2b failed to be rejected since no differences existed at an acceptable level as agency resources were added to the course.

Although t values were not large enough to identify differences at an acceptable level of significance for hypotheses 1c and 2c, these situations involving courses taught by workshop teachers in comparison with non-workshop participants appeared to be the most stable with positive gains favoring the teachers who had helped to develop course plans.

Hypotheses 3 and 4, where pupils in the homemaking oriented course were compared with their controls at the end of the course and one year later, failed to be rejected, since differences at an acceptable level were not apparent.

During interviews these predominately tenth and eleventh grade pupils were less likely to refer to their learning in regard to a future marriage situation than to the "here and now" benefits of personal development in poise, confidence, and selfworth. However, a few said:

> It (the course) will help to plan families better.
>
> It (the course) helped me learn more about home planning - things I didn't know.
>
> I realize what the future life would be like.

Although pupils said in interviews that their favorite units involved understanding themselves, the sexuality of individuals, and care of children, they considered the child care, management, food service, and employment units most helpful in their future.

Table 11 - Mean Gain in Attitude Toward Marriage

			Pretest to Post test (1969)							Post test to Retest (1970)					
Hypo-thesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.	Hypo-thesis	N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	21	2.24	3.30	.40	.72	+	2a	14	- .29	2.34	1.47	.15	-
	Control	T7	23	1.61	6.49					17	2.06	4.47			
	Add. Soc. Serv.	T2	23	1.00	3.46	.30	.80	-		14	.43	2.79	.71	.50	+
	Control	T7	23	1.30	3.36					15	- .73	5.48			
	Add. Ed. Serv.	T3	27	.37	3.99	.47	.66	+		22	-1.96	3.42	1.74	.09	-
	Control	T7	29	- .03	2.20					18	- .28	2.45			
	Comb. Serv.	T4	24	2.08	3.12	2.28	.05	+		20	- .95	2.28	1.78	.08	-
	Control	T7	27	- .19	3.89					22	.91	4.14			
	Non-Wkshp. Tchr.	T5	21	2.05	3.15	.98	.35	P=+.969		13	-1.46	3.62	.24	.85	P=-.969
	Control	T7	23	1.09	3.32					17	-1.12	3.81			
1b	Add. Soc. Serv.	T2	23	1.00	3.46	1.21	.24	-	2b	14	.43	2.79	.73	.49	+
	Basic Cs.	T1	21	2.24	3.30					14	- .29	2.34			
	Add. Ed. Serv.	T3	26	.50	4.01	1.60	.12	-		22	-1.96	3.42	1.60	.12	-
	Basic Cs.	T1	21	2.24	3.30					14	- .29	2.34			
	Comb. Serv.	T4	24	2.08	3.12	.14	.95	-		20	- .95	2.28	.82	.43	-
	Basic Cs.	T1	21	2.24	3.30					14	- .29	2.34			
	Comb Serv.	T4	24	2.08	3.12	1.13	.29	+		20	- .95	2.28	1.58	.12	-
	Add. Soc. Serv.	T2	23	1.00	3.46					14	.43	2.79			
	Comb. Serv.	T4	24	2.08	3.12	1.55	.13	+		20	- .95	2.28	1.10	.34	+
	Add. Ed. Serv.	T3	26	.50	4.01					22	-1.96	3.42			
1c	Workshop Teacher	T1	21	2.24	3.30	.17	.92	+	2c	14	- .29	2.34	1.00	.34	+
	Non-Wkshp. Tchr.	T5	21	2.05	3.15					13	-1.46	3.62			
3	Hmkg. Course	T6	23	.78	2.89	.01	.99	+	4	18	- .22	3.30	.59	.57	-
	Control	T7	22	.77	2.76					18	.39	2.87			

During interviews the teachers indicated that abstract concepts were most difficult to deal with in the units and listed, among others, those that pertained to a homemaker's responsibilities in the home, meeting needs of family members, services for families, management. They were convinced that these pupils were learning most when involved in visual or motor activities and least when extracting ideas from reading or dealing with ideas outside their own background experiences. They suggested for the final revision of curriculum guides that reading-type experiences be minimized by increasing activity-type learning experiences for pupils like these.

Thus, some attitudes in relation to the marriage concept changed during the year of experimentation but one year later pupil scores on the scale were less likely to favor behavior conducive to initiating a self sustained marriage.

Attitude Toward Dual Role

The dual role situation - homemaker and wage earner - for many women in American society is a reality with or without specific preparation for handling the decisions to be made. The investigators considered it essential to include an introduction to this dual role concept for these youth as they anticipated realities for themselves in their future. A scale was developed to assess their feelings about this role for women in society and their acceptance of the idea of a dual role for themselves. A total score on the instrument represented their general attitude toward the concept.

Findings revealed a limited contribution at the end of the course for the wage earning oriented experimental courses to the development of positive attitudes toward this role for women (Table 12). However, this did not pertain one year later.

Hypotheses 1a and 2a were rejected when attitudes toward the role for wage earning oriented experimental groups were compared with their controls. This was true at the end of the course on the basis of the sign test where three out of five of the experimental groups showed higher mean gains than their controls, at a .812 probability level, and the t value of 2.20 identified a difference at the .05 level for one group. However, the rejection one year later was due to the fact that all five control groups showed greater gains than the experimental pupils, with probability approaching 1.0.

All other hypotheses failed to be rejected on the basis of the t tests with no values at an acceptable level of significance. The cumulative effect of the agency resources in experimental courses was not apparent. Teachers with benefit of the workshop involvement appeared no more effective by the year after experimentation than those who did not participate in this preparation activity. There was no difference

Table 12 - Mean Gain in Attitude Toward Dual Role

			Pretest to Post test (1969)						Post test to Retest (1970)						
Hypo-thesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.	Hypo-thesis	N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	21	6.33	12.84	1.28	.21	+	2a	14	-3.79	10.91	.09	.99	-
	Control	T7	23	1.26	13.37					17	2.12	23.23			
	Add. Soc. Serv.	T2	23	5.22	11.39	2.20	.05	+		14	.29	14.94	.86	.41	-
	Control	T7	23	-1.57	9.41					15	4.47	11.03			
	Add. Ed. Serv.	T3	27	4.59	16.01	.22	.86	-		23	-2.26	13.15	1.22	.23	-
	Control	T7	29	5.35	11.40					18	2.83	13.40			
	Comb. Serv.	T4	23	5.57	12.09	1.14	.28	+		20	-3.00	22.38	1.36	.18	-
	Control	T7	27	1.59	13.36					22	4.46	12.12			
	Non-Wkshp. Tchr.	T5	21	- .43	9.91	1.09	.30	P=-.812		13	-2.08	10.74	.24	.85	- P=1.0
	Control	T7	22	3.32	12.54					18	-1.06	12.72			
1b	Add. Soc. Serv.	T2	23	5.22	11.39	.31	.71	-	2b	14	.29	14.94	.82	.43	+
	Basic Cs.	T1	21	6.33	12.84					14	-3.79	10.91			
	Add. Ed. Serv.	T3	26	4.65	16.31	.01	.99	-		23	-2.26	13.15	.36	.75	+
	Basic Cs.	T1	21	6.33	12.84					14	-3.79	10.91			
	Comb. Serv.	T4	23	5.57	12.09	.20	.88	-		20	-3.00	22.38	.39	.73	+
	Basic Cs.	T1	21	6.33	12.84					14	-3.79	10.91			
	Comb. Serv.	T4	23	5.57	12.09	.01	.99	+		20	-3.00	22.38	.48	.66	-
	Add. Soc. Serv.	T2	23	5.22	11.39					14	.29	14.94			
	Comb. Serv.	T4	23	5.57	12.09	.26	.83	+		19	1.47	10.31	1.01	.34	+
	Add. Ed. Serv.	T3	26	4.52	16.01					23	-2.26	13.15			
1c	Workshop Teacher	T1	21	6.33	12.84	1.91	.07	+	2c	14	-3.79	10.91	.41	.71	-
	Non-Wkshp. Tchr.	T5	21	- .43	9.91					13	-2.08	10.74			
3	Homemaking Course	T6	23	6.09	12.71	1.27	.21	+	4	18	-3.28	12.87	1.58	.12	-
	Control	T7	22	.55	16.41					19	3.47	13.04			

at an acceptable level of significance between pupil scores in the homemaking oriented course and their controls.

Teachers said they considered the management concept a difficult part of the course to teach and maintaining interest was a real problem. This concept is considered by authorities to be inherent in successful handling of the dual role. Abstract ideas were not easy to deal with in these classes, the teachers said. Is it possible that dual role concepts are illustrative of what they had in mind in such comments?

Attitude Toward Work

Production with satisfaction was considered important as an outcome in life for these youth. Undoubtedly, the dual role in which they would eventually become involved would include paid employment. Thus, it seemed imperative that they develop and maintain a favorable attitude toward a working situation. This concept was built into the course plans and a scale was developed to assess the attitudes that would be favorable to adequacy of individuals in terms of preparing for employment, working with others, selecting employment commensurate with qualifications, achieving satisfaction, and attaining personal expectations.

The change in pupil scores favored the experimental groups as compared with their controls in both 1969 and 1970 assessments. Differences evident at the end of the year were less apparent for the homemaking group a year later (Table 13).

On the basis of the sign test, hypotheses 1a and 2a were rejected, since positive signs favored the experimental courses in comparison with their control groups at a probability level of .812. However, the t value of 2.02 was large enough at the end of the course to identify differences at the .05 level of significance for the control group in comparison with pupils in the course involving the social agency resources but was not apparent one year later. For pupils in the basic course, as compared with their control group, a t value of 1.86 was large enough to identify differences at the .07 level of significance after a year away from the course.

Hypothesis 1b was rejected revealing no advantages for agency resources since t values indicated significance at .07 and .02 levels for the basic course when compared with courses where social services and a combination of resources were added, and at the .05 level when comparing educational with combined agencies as resources. Hypotheses 1c and 2c failed to be rejected with no advantage apparent for pupils taught by the teachers having the workshop experience. Hypotheses 3 and 4 failed to be rejected when comparing homemaking groups with their controls, but the experimental homemaking course group did show a difference in gain at the .07 level of significance at the end of the course.

Table 13 - Mean Gain in Attitude Toward Work

			Pretest to Post test (1969)							Post test to Retest (1970)					
Hypothesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.	Hypothesis	N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course Control	T1 T7	21 23	4.10 8.35	7.75 9.62	1.60	.12	-	2a	14 17	- 2.43 -12.77	11.02 18.21	1.86	.07	+
	Add. Soc. Serv. Control	T2 T7	23 23	-1.83 7.13	12.33 17.30	2.02	.05	-		14 15	4.21 - 1.07	14.83 8.97	1.17	.26	+
	Add. Ed. Serv. Control	T3 T7	27 29	3.67 1.90	12.33 8.53	.63	.55	+		23 18	- 5.04 - 1.89	13.52 8.74	.86	.41	-
	Comb. Serv. Control	T4 T7	24 27	-2.33 -2.56	9.49 10.54	.08	.99	+		18 22	- .50 - 7.59	11.88 14.92	1.64	.11	+
	Non-Wkshp. Tchr. Control	T5 T7	21 22	.14 -2.23	12.90 10.83	.65	.54	+ P=.812		13 18	- 2.85 - 1.67	16.14 6.96	.28	.82	- P=.812
1b	Add. Soc. Serv. Basic Cs.	T2 T1	23 21	-1.83 4.10	12.33 7.75	1.89	.07	-	2b	14 14	4.21 - 2.43	14.83 11.02	1.35	.18	+
	Add. Ed. Serv. Basic Cs.	T3 T1	26 21	4.12 4.10	12.35 7.75	.01	.99	+		23 14	- 5.04 - 2.43	13.52 11.02	.61	.56	-
	Comb. Serv. Basic Cs.	T4 T1	24 21	-2.33 4.10	9.49 7.75	2.46	.02	-		18 14	- .50 - 2.43	11.88 11.02	.47	.66	+
	Comb. Serv. Add. Soc. Serv.	T4 T2	24 23	-2.33 -1.83	9.49 12.33	.14	.95	-		18 14	- .50 4.21	11.88 14.83	1.00	.36	-
	Comb. Serv. Add. Ed. Serv.	T4 T3	24 26	-2.33 4.12	9.49 12.35	2.06	.05	-		18 23	- .50 - 5.04	11.88 13.52	1.13	.29	+
1c	Workshop Teacher Non-Wkshp. Tchr.	T1 T5	21 21	4.10 .14	7.75 12.90	1.20	.24	+	2c	14 13	- 2.43 - 2.85	11.02 16.14	.02	.99	+
3	Homemaking Course Control	T6 T7	23 22	6.87 1.09	8.45 11.95	1.88	.07	+	4	17 18	- 4.82 - 1.00	16.84 10.87	.82	.43	-

During interviews pupils indicated that the wage earning oriented course was helpful. They said,

> You learn about yourself and how to hold a job.
>
> I think it's nice for girls, boys too, to know how to get a job.
>
> It (the course) helps you get a job, trains you for the job, gives you more confidence.
>
> As long as you have a teacher who can get you a job, you can get into something.
>
> In the mainstream your personality and appearance are important, job references, too.
>
> I learned a lot about food service.
>
> It (the course) tells us stuff we need for an interview or to know about the employer.
>
> It (the course) prepares you so you know what to expect on a job.
>
> If you go for interview, what we've talked about will help me, the training I've had.
>
> The work experience give you tips on where to look for a job, how to act, dress, what to say.
>
> In each job there are special things you've got to know, have to learn on the job.

In spite of some difficulties in providing on-the-job work experiences, teachers agreed that they were invaluable as an integral part of the learning where pupils gained in self confidence and had excellent opportunities to solve their own problems. Difficulties encountered included worry over unsafe streets in the neighborhoods where pupils worked, failure of pupils to keep interview appointments with potential employers, pupil dislike for job choices available, shortage of entry-level food service jobs, transportation to work stations, pupils too young to satisfy labor law requirements, and lack of parental approval of pupils working at nights or on weekends. Teachers suggested that placing pupils in work situations as soon as possible in the course would have been an advantage since discussions in class sessions could have dealt with the real world of work for them. Could uncontrollable variables not considered in course planning have been operating to influence attitudes toward work for these pupils?

School Attendance

Since pupil attendance records are often poor for these youth, the investigators wanted to test the efficacy of courses designed to change this fact. School records were examined for attendance the year of experimentation. However, sufficient data were not readily available in June 1970 for comparison purposes due to record systems in some schools.

Little evidence was revealed for surmising that the courses served to improve school attendance within a single school year (Table 14).

Hypothesis 1a was rejected on the basis of the sign test with mean gain scores higher for the control pupils in three of the five treatment groups (probability .812). It is obvious that no credit could be attributed to the specially designed courses for keeping pupils in school.

Hypothesis 1b was rejected in relation to the utilization of agency resources in the classes to increase their effectiveness since t values of 2.70, 4.27, and 3.46 were large enough to identify differences at .02 and .001 levels of significance for control groups.

Hypothesis 1c was rejected and is the only instance where the t value (4.25) was large enough to indicate differences at a significant level (.001) for the experimental course group whose teacher attended the orientation workshop as compared with the pupils whose teacher did not have workshop experience.

Hypothesis 3 failed to be rejected since there was no difference at an acceptable level of significance between scores for pupils in the homemaking oriented class and their controls.

School Dropout

These youth are known to be dropout prone so the investigators were interested in ascertaining if the experimental courses could alleviate this potential for the pupils who completed the courses. Thus, school enrollment records of pupils were examined the fall following the experimentation. There were individuals for whom no records were available and more information was available for the wage earning oriented groups than for the homemaking course groups. Thus, what is reported is incomplete, and "holding power" for the course was not in evidence for these pupils.

When records for pupils in wage earning oriented experimental groups were compared with records for pupils in their control groups, a chi square of 2.26 revealed that no difference at an acceptable level of significance was apparent (Table 15). Actually, more of the expected pupils from control groups could be accounted for in the records than from the experimental groups. Hypothesis 5 failed to be rejected when groups were compared on dropout rate.

Table 14 - Mean Gain in School Attendance

Pretest to Post test (1969)

Hypothesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	18	6.83	10.93	.75	.48	+
	Control	T7	22	3.82	13.88			
	Add. Soc. Serv.	T2	22	- 5.73	17.02	.46	.67	-
	Control	T7	10	- 3.10	9.20			
	Add. Ed. Serv.	T3	27	- 5.78	8.81	1.21	.24	-
	Control	T7	27	- 1.89	14.21			
	Comb. Serv.	T4	24	- 3.75	8.84	.17	.92	+
	Control	T7	25	- 4.36	15.62			
	Non-Wkshp. Tchr.	T5	21	-10.95	14.24	1.73	.09	-
	Control	T7	23	- 4.83	8.76			P=.812
1b	Add. Soc. Serv.	T2	22	- 5.73	17.02	2.70	.02	-
	Basic Cs.	T1	18	6.83	10.93			
	Add. Ed. Serv.	T3	27	- 5.78	8.81	4.27	.001	-
	Basic Cs.	T1	18	6.83	10.93			
	Comb. Serv.	T4	24	- 3.75	8.84	3.46	.001	-
	Basic Cs.	T1	18	6.83	10.93			
	Comb. Serv.	T4	24	- 3.75	8.84	.16	.93	+
	Add. Soc. Serv.	T2	22	- 5.73	17.02			
	Comb. Serv.	T4	24	- 3.75	8.84	.26	.83	+
	Add. Ed. Serv.	T3	27	- 5.78	8.81			
1c	Workshop Teacher	T1	18	6.83	10.93	4.25	.001	+
	Non-Wkshp. Tchr.	T5	21	-10.95	14.24			
3	Homemaking Course	T6	23	- 4.61	16.34	.16	.93	+
	Control	T7	22	- 5.32	13.11			

Table 15 - School Dropout Differences Between Experimental and Control Group Pupils the Fall Term After Experimentation

Group	Enrolled (Fall 1969)	Dropped (Fall 1969)	Total
Experimental	89 (93)	26 (22)	115
Control	102 (97)	18 (23)	120
Total	191	44	235

$\chi^2 = 2.26$

Academic Record

There was reason to suspect that the experimental courses made an impact on academic attainment for some pupils during the year in which the course was taught. (Table 16)

Hypothesis 1a was rejected on the basis of the sign test which was favorable to the control groups. However, pupils enrolled in the wage earning oriented course where educational agency resources were utilized (Treatment 3) made higher over-all academic gain in school than did their control counterparts, with a ta value of 2.16 and a .05 level of significance and gain approached the .05 level where combined resources were utilized.

Each time the group who had benefit of educational agencies was compared with another group, t values were great enough to show differences at the .05 or .02 level of significance, with their control group, with the basic course group, and with the combined agency resources group. Thus, hypothesis 1b was rejected where the educational agency resources were used.

One pupil in a Treatment 3 group had previously maintained a "D" average in school work. At the conclusion of the experimental course she was on the honor roll for the year. When asked why she thought she made such gain in so short a time she said, "It's the first time any teacher has cared whether or not I did well." Perhaps, the team effort of one teacher with the other members of the educational team resulted in the higher expectations for this one girl by the team which were ultimately accepted by her. It is apparent that all experimental courses did not make such a dramatic impact.

There was no difference at an acceptable level of significance between the groups taught by teachers who were and were not involved in the workshop, thus failing to reject hypothesis 1c.

Table 16 - Mean Gain in Academic Record From Pretest to Posttest (1969)

Hypothesis	Treatment		N	Mean Gain	SD	t	P ≤	Sign of Diff.
1a	Basic Course	T1	20	.06	.55	1.51	.14	-
	Control	T7	22	.38	.80			
	Add. Soc. Serv.	T2	23	-.14	.47	.66	.53	-
	Control	T7	23	-.03	.62			
	Add. Ed. Serv.	T3	27	.46	.55	2.16	.05	+
	Control	T7	29	.13	.58			
	Comb. Serv.	T4	24	.06	.49	1.99	.06	+
	Control	T7	27	-.22	.53			
	Non-Wkshp. Tchr.	T5	21	.08	.61	.81	.44	-
	Control	T7	23	.22	.58			P=.812
1b	Add. Soc. Serv.	T2	23	-.14	.47	1.23	.23	-
	Basic Cs.	T1	20	.06	.55			
	Add. Ed. Serv.	T3	27	.46	.55	2.48	.02	+
	Basic Cs.	T1	20	.06	.55			
	Comb. Serv.	T4	24	.06	.49	.05	.99	+
	Basic Cs.	T1	20	.06	.55			
	Comb Serv.	T4	24	.06	.49	1.44	.15	+
	Add. Soc. Serv.	T2	23	-.14	.47			
	Comb. Serv.	T4	24	.06	.49	2.69	.02	-
	Add. Ed. Serv.	T3	27	.46	.55			
1c	Workshop Teacher	T1	20	.06	.55	.01	.99	-
	Non-Wkshp. Tchr.	T5	21	.08	.61			
3	Homemaking Course	T6	23	.57	.64	2.49	.02	+
	Control	T7	22	.09	.63			

Hypothesis 3 was rejected since the pupils in the homemaking oriented courses did improve academic records at a .02 level of significance with a 2.49 t value.

Records were not available one year after the course was taught in order to check for consistency of gains which appeared at the end of the experimental phase.

Becoming Employable

One evidence of the worth of an individual is his ability to provide for his own support through being employable. Thus, preparation for a good service skill that would be most readily marketable for these youth in their own communities was planned as an integral part of the course with wage earning emphasis. The aim in both experimental courses was to orient the pupils to a potential dual role in life; however, only one course included preparation for a marketable skill with involvement in actual or simulated work experiences. Teachers had obtained measures of pupil characteristics and competences in relation to employment potential at the beginning of the course and after the course experiences. Comparable measures of observable characteristics and competences exhibited in class experiences related to household skills were obtainable for pupils in courses with homemaking emphasis. Upon these bases teachers made a composite assessment on employability potential for each pupil. Thus, the scores were based on individual teacher judgment in each situation.

There was evidence that employability potential of the pupils was improved by the wage earning oriented course, as the teachers assessed them, but the agency resource utilization did not make a difference. The workshop experience for the teacher did not make a difference, and pupils in the homemaking oriented course did not gain this potential in their course (Table 17).

Hypothesis 1a was rejected on the basis of the sign test at the .812 probability level, but with added strength in that the 2.84, 2.39, and 2.42 t values were large enough to show a .01 or .05 level of significance, keeping in mind that the teachers of these courses assessed this potential for the pupils. Hypothesis 1b was rejected in view of the observation that t values of 3.32, 3.74, and 3.32 indicated differences at the .001 level favorable to the basic course and educational agency resources groups, but not indicating cumulative effects of the resources.

Hypotheses 1c and 3 failed to be rejected since no differences at an acceptable level of significance were apparent for the teacher's workshop experience and for the homemaking course, in terms of pupil employability potential.

Table 17 - Mean Gain in Employability

Pretest to Posttest (1969)

Hypothesis	Treatment		N	Mean Gain	SD	t	P <	Sign of Diff.
1a	Basic Course	T1	21	10.24	15.47	2.84	.01	+
	Control	T7	23	- 3.83	17.24			
	Add. Soc. Serv.	T2	22	- 3.50	10.92	1.68	.10	-
	Control	T7	22	1.59	9.06			
	Add. Ed. Serv.	T3	27	5.78	10.53	2.39	.05	+
	Control	T7	28	- .86	10.10			
	Comb. Serv.	T4	23	- 2.61	4.93	1.44	.15	-
	Control	T7	26	.58	9.58			
	Non-Wkshp. Tchr.	T5	21	6.43	8.82	2.42	.05	+ P=.812
	Control	T7	17	- 5.35	20.07			
1b	Add. Soc. Serv.	T2	22	- 3.50	10.92	3.32	.001	-
	Basic Cs.	T1	21	10.24	15.47			
	Add. Ed. Serv.	T3	26	4.96	9.83	1.42	.16	-
	Basic Cs.	T1	21	10.24	15.47			
	Comb. Serv.	T4	23	- 2.61	4.93	3.74	.001	-
	Basic Cs.	T1	21	10.24	15.47			
	Comb. Serv.	T4	23	- 2.61	4.93	.11	.96	+
	Add. Soc. Serv.	T2	22	- 3.50	10.92			
	Comb. Serv.	T4	23	- 2.61	4.93	3.32	.001	-
	Add. Ed. Serv.	T3	26	4.96	9.83			
1c	Workshop Teacher	T1	21	10.24	15.47	.98	.35	+
	Non-Wkshp. Tchr.	T5	21	6.43	8.82			
3	Homemaking Course	T6	23	7.96	20.41	.39	.73	+
	Control	T7	21	5.48	21.28			

Prior to actual employment, teachers evaluated pupils in experimental classes on management, safety, sanitation and specific competences developed through classroom activities in relation to entry-level jobs in the food service industry. On the management scale, 56 percent of the 128 pupils were rated in the top range of scores between 30 and 50 (Table 18). On the safety scale, 80 percent of the 121 pupils rated attained high scores between 35 and 55 (Table 19). On the sanitation scale, 42 percent of the 105 pupils rated had scores between 55 and the maximum possible score of 75 (Table 20).

Table 18 - Range of Teacher Rating Scores for 128 Pupils on Management Rating Scale

Range	Number	Percent
40 - 50	30	23
30 - 39	42	33
20 - 29	50	39
19 or less	6	05
Total	128	100

Table 19 - Range of Teacher Rating Scores for 121 Pupils on Safety Rating Scale

Range	Number	Percent
45 - 55	46	38
35 - 44	51	42
25 - 34	21	17
24 or less	3	03
Total	121	100

Table 20 - Range of Teacher Rating Scores
for 105 Pupils on Sanitation
Rating Scale

Range	Number	Percent
65 - 75	15	14
55 - 64	29	28
45 - 54	34	32
35 - 44	20	19
34 or less	7	07
Total	105	100

The job cluster rating scales -- Cook's Helper, Short Order Cook, Dietary Aid, Waiter/Waitress, Cafeteria Counterman -- were completed by teachers in relation to individual performance in a simulated work experience or on the job. Scores could not be tabulated in any meaningful way since some teachers rated pupils on one job in the cluster while other teachers rated them on all jobs in the cluster. Of the jobs rated in the cluster it could not be determined which experiences were simulated and which ones involved paid employment.

At the end of the experimental phase of the study employers of pupils during the school year and/or summer were asked to judge the employability characteristics of the pupils on their jobs through the use of a 55-point rating scale. From a total of 84 ratings obtained for employed pupils, 70 percent of them scored in the top range between 35 and 55. (Table 21)

Table 21 - Range of Employer Rating Scores
for 84 Pupils

Range	Number	Percent
45 - 55	16	19
35 - 44	43	51
25 - 34	24	29
24 or less	1	01
Total	84	100

Those pupils who had gainful employment were asked to indicate their impressions of their working conditions on a five-point rating scale -- their employer, physical and mental exertion on the job, relationships with co-workers, working conditions, salary, other benefits. Seventy-three percent of the pupils rated their job situations between 80 and the 120 maximum possible score. (Table 22) Thus, approximately three-fourths of the pupils indicated a high degree of satisfaction with their jobs, and their employers were satisfied with them, for the most part.

Table 22 - Range of Scores for 95 Pupil Ratings on Employment Situations

Range	Number	Percent
100 - 120	20	21
80 - 99	49	52
60 - 79	24	25
40 - 59	2	02
Total	95	100

Of those pupils interviewed who did not have jobs, 25 said that they were prepared to get a job after having completed the course. One pupil commented that "because of the training, I know what it would be like to work and how to do things."

One of the criteria by which to measure effectiveness of these courses was thought to be the question of whether or not pupils would recommend the course to their friends. Of the 73 who responded to this question in interview, 64 said "yes," four said "no," four said "maybe," and one was undecided. A few negative comments were expressed, such as "I didn't like it," and one person said "the whole thing seemed dumb." For the most part, the comments were positive, expressing the general feeling that their friends would "need this in the future," "it's interesting," and that "you learn a lot."

When all of the pupils who had benefit of the experimental course with wage earning orientation through some treatment were compared with their control counterparts one year later, more of the pupils from the experimental course were employed than from the control groups (Table 23). A chi square of 2.89 was obtained from data which indicated differences at the .09 level of significance. More of the experimental group and fewer of the control group were employed than could have been expected by chance.

Table 23 - Job Status of Wage Earning Experimental and Control Groups One Year After Completion of Course (1969-1970)

Group	Employed	Not Employed	Total
Experimental	45 (39)	38 (43)	83
Control	36 (41)	52 (46)	88
Total	81	90	171

$\chi^2 = 2.89$

In summary, the following findings were revealed in terms of original null hypotheses based on sign, chi square, and t-tests of differences between treatment group mean gain scores on measurement instruments and from other available records:

Hypothesis 1a was rejected on all vairables tested to assess differences at the end of the course between pupils in the wage earning oriented experimental course and their control groups. Sign test evidence (and t-test evidence where indicated) revealed that the course had made an impact by the end of the year, since differences between mean gain scores favored experimental rather than control groups in relation to seven of the ten variables--self-concept (combined agency resources .001), content knowledge (workshop teacher .001), attitudes toward marriage (combined agency resources .05), the dual role for women (social agency resource .05), and work, academic record when educational (.05) and combined agency resources (.06) were utilized; and employability potential (basic course .01, educational agency resource .10, workshop teacher .05). Interview data from teachers and pupils strongly confirmed the value of these course learnings.

Hypothesis 2a, assessment of the impact of the same course a year after the experiment, was rejected on all variables but the effects of the course were less apparent for those involved than immediately after enrollment. At this time the positive effects of the course were most apparent for the experimental group on three of the seven variables tested--self concept (sign test 1.0), attitude toward child rearing practices (sign test 1.0), and attitude toward work (sign test .812, t test .07 for basic course). Data were not available on attendance, academic record, and employment potential. The remaining four variables failed to reveal strong effects favorable to the experimental group at that time. Teachers still indicated strong support for the value inherent in the course when interviewed one year after completion of the experimental year.

Hypothesis 1b, testing cumulative effects of agency resource utilization in the course, was rejected in terms of five variables in some treatments but favorable to the experimental groups only in terms of self concept (t-test .07--combined agency resource vs. basic course) and academic record (t-test .02--educational agency resource vs. basic course). Thus, agency resources as utilized in the course did not appear to enhance learning significantly for these youth. The sign test was not appropriate in testing this hypothesis.

Hypothesis 2b, retesting the cumulative effects of agency resource utilization one year later, failed to be rejected in terms of six of the seven variables tested and the difference related to child rearing practices was not favorable to the experimental group. Thus, as utilized in this study, the compensatory resources failed to make an impact on learning for these pupils.

Hypothesis 1c, testing at the end of the experimental year the need for the teacher to have been involved in development of the curriculum guide and materials, failed to be rejected except in relation to two variables, attitude toward the dual role for women (.07) and attendance (.001).

Hypothesis 2c, testing a year after experimentation the need for teacher involvement in curriculum development, failed to be rejected on six of seven variables. The hypothesis was rejected in relation to attitude toward child rearing practices (.05) since pupils in the experimental group revealed positive differences from control groups in this respect. Apparently, teachers can use guides effectively regardless of involvement in the developmental process.

Hypothesis 3, testing efficacy of a homemaking oriented course, failed to be rejected except in relation to two of ten variables tested, attitude toward work (.07) and academic record (.02).

Hypothesis 4, testing the long range efficacy of the homemaking oriented course, failed to be rejected at an acceptable level of significance in relation to seven variables tested at that time. Thus, the course appeared to be less effective than the one with wage earning orientation in learnings considered to be essential.

Hypothesis 5, testing dropout rate for pupils the fall term after experimentation, failed to be rejected on the basis of the chi square test. Thus, the experimental courses did not appear to have strong "holding power" after the year in which they were taught.

Hypothesis 6, testing employment status of pupils one year after experimentation, failed to be rejected at a .09 level of significance, but at no more significant level, when it was revealed that more of the experimental group and fewer of the control group were employed than could have been expected by chance.

IMPLICATIONS

Specific implications of the experimentation became apparent to the researchers. These were incorporated, to the extent possible, in the revision of the curriculum volume and present guidelines for similar future curriculum development, field testing, and experimentation.

Curriculum Development for Disadvantaged Pupils

1. Ground rules of trust, honesty, and responsibility for pupils and teacher should be established at the very beginning of any course for disadvantaged pupils (perhaps for all pupils). Only as mutual trust and honesty between individuals and responsibility for keeping one's part of a contract are practiced every day in the class can effective interaction between pupil and teacher or pupil and pupil occur.

2. A course similar to, but on a higher level, than the specially designed course in this project should be developed and tested immediately as an "advanced" course after pupils have completed this orientation to the dual role concepts in order to help them develop further in job skills, managerial abilities, self concept, and interpersonal relations than was possible in this experience. A further development of a course to precede the special course used in this study would benefit pupils like these at an earlier age and prepare them for an immediate employment experience in this course.

3. Adequate time and appropriate strategies should be provided for the teachers of this special course so that they can continue to provide the support, interest, and concern they have established until the pupils graduate. This might be done through scheduled conference time, contacts with the pupil at his work station, or other means of regular contact.

4. Classes for the socially disadvantaged pupils should be limited in size so that no more than 20 pupils are in a class and perhaps no fewer than 12.

5. The specially designed course developed in this study should be taught daily for a double period in one year or daily in a single period for two years because these pupils need adequate time for internalizing the concepts.

6. Teachers of socially disadvantaged pupils should coordinate their efforts with those of other educational agencies in the community in order to attain optimum achievement on the part of the pupils.

7. To maintain a high interest level, it is especially important to use a variety of teaching strategies in a single class session. Some of the more effective techniques are free discussion, use of tape recorder, role playing, actual rather than pictures of materials, energetic resource persons, class guests, current newspaper accounts, popcorn sessions, transparencies, lively bulletin boards, field trips, debates, interviews, and panel discussions.

8. Due to vocabulary handicaps for some of these pupils, it is imperative that all teaching materials be screened for reading level and adaptations be made for greatest effectiveness, and reading be kept at a minimum, even when written at their level.

9. All teaching materials must be adapted to the specific socioeconomic level of pupils in classes for greatest identification with what is to be learned. Especially helpful is depth in dealing with such constructs as self concept, rights and responsibilities of family members, child care, and management.

10. It is desirable to provide an on-the-job experience as soon as possible after the beginning of the course for greatest growth potential and to provide discussion reference to a "known" world for pupils.

11. Teachers can anticipate difficulty in finding appropriate work stations if pupils are underage for work permits, if evening work is necessary, if work stations are beyond walking distance from home, and if pupils have not internalized the concept of responsibility in contracting for work.

12. Emphasis on preparation for work in more than one outlet for their competence would be more readily accepted by pupils and parents than food service which may have a "stigma" attached in the minds of some pupils and parents.

13. Teachers can use curricula effectively regardless of involvement in the developmental process.

Field Testing and Experimentation

1. Experimentation with larger numbers of pupils than involved in this study may help to "rule out" such confounding variables as teacher and school differences.

2. Further refinement of tests may be necessary to assess accurately the concepts inherent in the course.

Recommendations

1. Develop curriculum guides with all needed accompanying resource materials and provide them for each teacher to facilitate teaching, to update teacher content knowledge, and to improve her classroom competence.

2. As curriculum guides and materials are developed, subject them to rigorous field testing and experimentation.

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APPENDIX A

COURSE DEVELOPMENT

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1. CRITERIA FOR SELECTING PUPILS

I. Family

Points assigned	Selection Factors
1	Income of $4,000[1] or less
1	Occupation of head or household indicates income of less than $4,000
1	Family has negative attitude toward education (as identifiable by school personnel)

II. Education

Points assigned	
2	IQ below average
1	IQ average or above
2	50% or more grades are below C
1	50% or more grades are C or above
2	Chronological age higher than grade placement indicates it should be for that grade

III. Social

Points assigned	
1	Participates in none to one extra curricular activity
1	Scores are below average on social maturity test
1	More than three referrals by counselors, psychologists, other teachers and the like
1	Absences average one day per week over a semester

No pupil selected would be expected to qualify on each criterion listed above. The several criteria are identified in such a way that any given school would probably have some of the evidence easily available. The population will consist of all those pupils in a given school who score a minimum number of points as follows:

1 point group I + 4 pts in group II
or
1 point in group I + 2 pts in group II + 1 pt in group III.

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[1] David R. Hunter, The Slums: Challenge and Response, New York: The Free Press, Macmillan, 1964. "Down around the $4,000 and below family income level is real, indisputable poverty. At this level it is possible to use words like misery, defeat, terror, and chaos" p. 30.

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2. WORKSHOP SCHEDULE FOR PARTICIPATING TEACHERS AND RESEARCHERS

March 4-22, 1968

"The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for Their Homemaker-Family Member Role and the Dual Roles of Homemaker and Wage-Earner".

Monday, March 4

9:00 a.m.	Introductions	Miss Rose Carter, Project Director, Purdue
	Greetings	Dr. Charles Hicks, Head Department of Education, Purdue
	Organization of Workshop	Dr. Phyllis K. Lowe, Project Chief Investigator, Purdue
10:15	Break	
10:30	General Design of the Research	Dr. Phyllis Lowe
11:45	Lunch	
1:00 p.m.	Definition of the Variables, Research Procedures	Dr. Phyllis Lowe and Participants
2:15	Break	
2:30	Expense Vouchers Available Materials	Miss Rose Carter
	Film Schedule and Procedures	Miss Linda Midkiff Research Asst., Ohio State
	Library Resources	Mrs. Ruth Hughes, Research Associate, Cornell
	Duplication	Mrs. Marjorie Stewart, Research Assistant, Ohio State
	Events of Interest at Purdue & Lafayette	Mrs. Barbara Ransbergar, Graduate Research Assistant, Purdue
	Suggestions from Participant	Mrs. Karen Bender, Graduate Research Assistant, Purdue
3:00	Committee Organization	

Monday continued

3:30-5:00	Individual Study	
7:30-9:00	Characteristics of the Socially Disadvantaged Pupil	Dr. Oscar Mink, Director, Div. Clinical Studies, West Va. Univ. Mr. Ray Spencer, Director, Lafayette Neighborhood Center Teenage Pupils

Tuesday, March 5

9:00 a.m. to 5:00 p.m.	Characteristics of Socially Disadvantaged Pupils	Dr. Oscar Mink
7:00 p.m.	Film: "Superfluous People" - 2 reels	

Wednesday, March 6

9:00 a.m.	Conflicting Values	Dr. James Barth, Dept. of Education, Purdue, Social Studies Ed.
10:15	Break	
10:30	Case Study, Judy The Upward Bound Talk of Judy	Dr. James Barth
11:45	Lunch	
1:00 p.m.	Group Discussion	Dr. Phyllis Lowe
2:15	Break	
2:30-5:00	"Strengths of the Poor" Stimulation: Janet	Group work
7:00	Film: "Portrait of Disadvantaged Child" Film: "Portrait of the Inner City" Film: "Portrait of Inner-City School"	

Thursday, March 7

9:00 a.m.	Symposium, "Programs for the Socially Disadvantaged"	Mr. John M. Templin, AMOS Dr. Haron J. Battle, EOA Model Cities Mr. Ray Spencer, Neighborhood Centers
10:15	Break	
10:30	Group discussion with panel members	
11:00	Presentation of suggested Conceptual Structure of the special curriculum	Dr. Phyllis Lowe
11:45	Lunch	
1:00 p.m.	Discussion of packages on Needs and Self Concept	Mrs. Karen Bender and Miss Rose Carter
2:15	Break	
2:30	Organization of group for further work on curriculum and materials	Dr. Phyllis Lowe
3:30	Films: "The Neglected" "The Dropout"	
4:30	Group work	
7:30	Dessert -- guests of the Home Economics Education Staff	

Friday, March 8

9:00 a.m.	Symposium, "Techniques for Working with the Socially Disadvantaged"	Dr. Barth, Chairman Mr. Francis Ernst, Guidance Counselor, Washington High School, South Bend, Indiana Dr. Gerald Knowles, Dept. of Ed., Purdue Dr. Samuel Shermis, Dept. of Ed., Purdue

Friday continued

10:15	Break	
10:30	Questions from group and Summary	Dr. James Barth
11:45	Lunch	
12:30 p.m.	Preparation of Instructional Materials	Miss Mary Ann Maines, Home Economics Education, Purdue
2:00	Orientation to Occupational Programs in Home Economics	Miss Joyce Terrass, Home Economics Education, Purdue
4:30	Films: "The High Wall" "The Living City" "Phoebe" Alternate: "The Baltimore Plan"	

Monday, March 11

9:00 a.m.	Bases of Curricular Decisions Theoretical Positions For Curriculum	Dr. Phyllis Lowe
10:15	Break	
10:30	Group work on curriculum	
11:45	Lunch	
1:00 p.m.	Presentation of the Dual Role and Food Service Curriculum Materials	Mrs. Ruth Hughes
2:15	Break	
2:30	Group work out a Situs for Waitress Job	
3:30-5:00	Individual work	
7:00	Films: "Problem of Pupil Adjustment," Part 1 and 2 "Why Vandalism?" "Just Like Me"	

Tuesday, March 12

9:00 a.m.	Teaching Sex Education	Mr. Cloyd Julian, Principal of George Washington High School, Indianapolis and author
10:00	Presentation of Curriculum Packages and Materials on Relationships, Communication and Sexuality	Mrs. Marjorie Stewart
11:00	Reaction to packages	Mr. Cloyd Julian and Participants
11:45	Lunch	
1:00 p.m.	Group work on curriculum materials	
2:15	Break	
2:30-5:00	Group work	
7:00	Films: "How to Investigate Vocations" "Angry Boy" "Something You Didn't Eat" "Her Name was Ellie and His Name was Lyle"	

Wednesday, March 13

9:00 a.m.	Presentation of Money Management and Credit Packages and Materials	Mrs. Barbara Ransberger
9:45	Group Discussion of Total Curriculum for Project - further division of work	Dr. Phyllis Lowe
11:45	Lunch	
12:30 p.m.	"Overall Pictures of Food Service Industry and Resource People"	Mr. A. K. Schrichte, Indiana Restaurant Association
1:30	Group Discussion	

Wednesday continued

1:45	Break	
2:00	"The Nature of a Cooperative Education Program and Principles for Working with One"	Dr. Max Eddy, Head Industrial Education, Purdue
5:00	Workshop participants write out questions they have on cooperative programs	
7:00	Films: "Hash-Slingin' to Food Handling" "Hotel Restaurant Workers" "The Boss Who Didn't Say Good Morning" "Now I'm In Business"	

Thursday, March 14

9:00 a.m.	"The Duties and Responsibilities of a Coordinator"	Dr. Max Eddy
11:00	Group Discussion	Miss Joyce Terrass
11:45	Lunch	
1:00 p.m.	The Food Service program for this project	Miss Joyce Terrass
2:00	Food Service Workers as Seen by Their Employers	Mr. Staffen Diamant Owner, The Flame Restaurant, Lafayette
3:00	Group Discussion Occupational Programs	Miss Joyce Terrass
4:00	Coffee for Workshop participants, Dept. of Ed. Section Heads, School of Home Economics Dept. Heads, and Deans	
7:00	Films: "Meeting Emotional Needs in Childhood" "Feelings of Hostility" "All My Students"	Dr. Mary Lee Hurt, Project Officer, Bureau of Research, USOE

Friday, March 15

9:00 a.m.	Group work on occupational curriculum and materials	
11:00	Lunch	
12:30-5:00 p.m.	Content, Methods and Teaching Materials for the Occupational Portion of Project	Miss Joyce Terrass

Monday, March 18

9:00 a.m.	Group Work on assignments given by Miss Terrass	
11:00	Lunch	
12:30-5:00 p.m.	Complete work on Program Plans, Materials, Techniques, Principles, etc. for the Food Service Portion	Miss Joyce Terrass
7:00	Films: "Discovering Individual Differences" "Each Child is Different" "Heredity and Environment"	

Tuesday, March 19

9:00 a.m.	Procedures and Instruments for Evaluating the Various Aspects of the Project	Dr. Helen Y. Nelson, Chief Investigator, Cornell
	Discussion and Questions	Dr. Charles Hicks and Workshop Participants Dr. Helen Nelson
11:45	Lunch	
1:00 p.m.	Group present plans, materials, and procedures for reactions and suggestions	Reactors: Dr. Mary Lee Hurt, Dr. Julia Dalrymple, Chief Investigator, Ohio State Dr. Helen Nelson Dr. Charles Hicks

Tuesday continued

3:00- 5:00 p.m.	Group work utilizing suggestions	
7:00	Film: "Money Talks About Credit"	

Wednesday, March 20

9:00 a.m.	Group Discussion - How much we must be alike how much we can afford to differ, preventing Hawthorne Effect, etc. when implementing the experiment	Dr. Phyllis Lowe
10:15	Break	
10:30	Group Work on materials	
11:45	Lunch	
1:00 p.m.	Group Work on materials	
4:00- 5:00 p.m.	Group present general content and experiences for reaction	
7:00	Films: "Physical Aspects of Puberty" "Social-Sex Attitudes in Adolescence" "Farewell to Childhood"	

Thursday, March 21

9:00 a.m.	"Can We Communicate"	Dr. Mary Endres, on leave from Dept. of Education at Purdue and currently working on inner city problems in education in Atlanta, Georgia
10:15	Break	

Thursday continued

10:30	Group present content, materials, and kinds of experiences for reaction	Reactors: Dr. Mary Endres and City Supervisors of Home Economics in Cooperating Cities: Miss Margaret Dewar Syracuse, N.Y. Miss Constance Dimock Bridgeport, N.Y. Miss Katie Dougherty Gary, Indiana Miss Hilda Ellis Indianapolis, Indiana Mrs. Ruth Emhardt Indianapolis, Indiana Mrs. Victoria Gangloff Buffalo, N.Y. Miss Dorothy Kapp Columbus, Ohio
11:45	Lunch	
1:00 p.m.	Continue reactions	
	Summarize	Dr. Mary Endres
7:00	Films: "Installment Buying" "Consumers Want to Know" "Home, Safe Home"	

Friday, March 22

9:00 a.m.	Group work - revising of materials	
11:45	Lunch	
1:00 p.m.	Group work on materials	
3:00	Plans for duplicating and sharing materials	Dr. Phyllis Lowe
4:00	Plans and procedures for next steps	
6:30	Buffet Supper at Dr. Lowe's home	

Saturday, March 23

9:00 a.m. Preparation and signing of vouchers for reimbursement of expenses

3. TEACHER INSTRUCTIONS ON EXPERIMENTAL TREATMENTS

Definition of Treatments 2,4,6 (Social Welfare Agencies and Services)

These three treatments consist of the use of and interaction with those agencies and services which provide programs primarily focused on the Social Welfare Needs of their clientele. These may be privately financed or subsidized by local, state, or federal government.

The following agencies and services have been identified as appropriate and available to all schools involved in treatments 2, 4, and 6.

Agencies and services have been categorized in two groups. You are to coordinate your efforts with at least one agency or service in each category.

Category 1

Health Agencies
Mental Health Agencies
Department of Public Welfare
Family Service Agencies
Agencies for Unwed Mothers
Legal Aid Society

Category 2

Red Cross
YMCA and YWCA
Neighborhood Houses and Centers
Salvation Army
Good Will Industries
Community Action Programs

Definition of Treatments 3, 4, 6, (Educational Agencies and Services)

These three treatments consist of the use of and interaction with those agencies and services which provide programs primarily focused on Educating the clientele.

These agencies and services have been categorized in two groups. Coordinate your efforts with at least one agency or service in each category. The following agencies and services have been identified as appropriate and available to all schools involved in Treatments 3, 4, and 6.

Category 1

Public Libraries
Utility Companies
(home economists)

Category 2

Extension Programs
Tutorial Services
Adult Education Programs

Procedures for Treatments 2, 4, and 6 (Social Welfare Agencies and Services Services)

1. Choose one agency or service within each category with which to coordinate your program. You may choose any additional agencies from your two categories if it is

practical and you choose to do so, but you must work with at least one agency from each of the groups.

2. Write a letter to introduce yourself and the study.

3. Call and arrange for an appointment to discuss possible coordination of programs with the agencies chosen.

4. If unable to obtain appointment, go back to original list and choose another agency from the appropriate category.

5. Explain objectives of course and type of outcomes expected.

6. Ask for purposes and program description of the agency represented.

7. Ask if there are similarities which are evident in both programs as to:

   a. Timing of content taught.
   b. Reinforcements for each other and how and when.
   c. What kinds of learning experiences would be most meaningful to help achieve this coordination.
   d. What specific ways the agency efforts can be coordinated with the classroom setting.
   e. Coordinate the types and uses of materials.
   f. Coordinate in terms of reaching different family members at the same time with content that is complementary.
   g. Identify and emphasize those objectives and learnings common to your program and that of the agency.

8. Before finalizing coordinations, obtain the approval of the proposed plan by your administrators.

9. If unable to coordinate in any way, acknowledge this fact and contact another agency in this category.

4. MAJOR STEPS IN CARRYING OUT PROCEDURES FOR THE STUDY
(FOR HIGH SCHOOL TEACHERS)

The steps listed below are general ones, and dates are approximate. Individual variations in timing will occur due to the organization of each local situation, some of the steps will vary in how they are accomplished. Your research team members will have discussed with you any of these steps to be assumed by them for you.

Forms are labeled according to the following system:

Work Experience Forms	Form WE-1 through WE-7
Homemaking Forms	Form H-1
General Instructions for Teachers	Form T-1 through T-9
Researchers Information	Form R-1

Spring 1968

1. Write your principal investigator indicating the address to which she should send your materials and give a deadline date if there is one.

2. Check on the students if they have been selected for your experimental and control groups. Be sure they meet criteria of proposal in terms of characteristics and number.

3. Check on your schedule. You will need ½ day for the project which includes at least one double period and one conference period.

4. Check with your school office about procedures you are to follow in providing an itinerary when you are away from the building on project business.

5. Check with appropriate school personnel about expenses for supplies and travel for this project (food, paper, etc.)

6. Check with appropriate school personnel about procedures in submitting your travel costs.

7. Arrange with appropriate personnel for establishing a time and place for three sessions (double periods) for testing control and experimental students in September and June.

8. Notify principal investigator of the times and places for above testing, at least one testing session should precede any work (e.g. even one session on "responsibility" could destroy some of the attitude measurements!)

*9. Obtain letter of introduction to prospective employer from your administrator (See sample form)

Summer 1968

*10. Contact the social and/or educational agency or service assigned for your treatment.

*11. Organize your materials and/or schedule so as to coordinate with agency and/or service assigned to you.

12. Order films and prepare any teaching materials not already prepared for you.

13. Duplicate materials in pupil quantity, not already duplicated for you.

September 1968

14. Check list of names of control and experimental students.

15. Alert guidance counselor, social worker (school), or other appropriate school personnel to keep record of whereabouts of students for two years.

16. Send list of names of control and experimental students to principal investigator.

17. Administer pre-test. (Principal investigator or you.)

*18. Administer job skills test. (Principal investigator or you.)
19. Begin to teach the course.

Early Fall 1968

*20. Schedule home contacts--arrange to go with social worker where desirable.

*21. Arrange for your advisory committee.

*22. Check out work stations.

*23. Send training memorandum to employers.

*24. Check on work permits for students.

*25. Check on health exams for students.

During the Year 1968-1969

*26. Supervise on-the-job training.

27. Each month send cost, time, and curriculum reports to principal investigator.
"Teaching Time Demands"
"Cost"
"Learning Experiences and Materials"

28. Keep notes for evaluation of the curriculum.

29. Be available to meet with your principal investigator, the research team, and other cooperating teachers to check on progress and/or problems.

June 1969

30. Post-test students.

31. Xerox copies of your Plan Book.

32. Meet with your principal investigator, the research team, and other cooperating teachers to share evaluation information and materials.

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*To those teachers to whom this applies depending on treatments.

5. SPECIAL INSTRUCTIONS FOR TEACHERS WHO DID NOT ATTEND THE PURDUE UNIVERSITY WORKSHOP

Enclosed in this package are the curriculum materials for teaching the experimental course for project "The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for Their Homemaker-Family Member Role and the Dual Roles of Homemaker and Wage-Earner", of which you are providing treatment ______________.

As you work with your students, it is hoped that you will have empathy with them. Remember their values are different from your values and this course does not propose to change values. We do propose to help them survive in the market place of America. They are surviving in their own neighborhoods. Honesty, keeping agreements, and trust are emphasized in order that ground rules may be established for the teaching-learning interaction. Note in particular the "Guidelines for Working with the Culturally Different" included with these materials.

The coding system will be helpful to the teacher when she becomes familiar with it. Teaching units for the classroom aspect of the course are included and keyed according to colors listed in your curriculum guide. An asterisk (*) in the right margin indicates that one or more copies of this item is available in the set of materials. Forms and instructions for use in work experiences are included in the preliminary section of the guide.

Forms include:

1. Ground rules for research team and teachers.
2. Suggested sequence of units and statement regarding departure from sequence.
3. Guidelines for working with the culturally different.
4. Major steps in carrying out procedures for the study.
5. Treatment definitions and procedures.
6. Specific directions for testing and record keeping.
7. Directions for selecting and using advisory committees.
8. Sample letter of introduction for teacher from school official to prospective employer.
9. Suggested letter to advisory committee members.
10. Suggested training memorandum.
11. Federal legal requirements for student employment.

Before beginning to plan for your course, read carefully the proposal and attachment which concerns your institution. If you have questions, you are urged to contact ____________________ at ___________ _________ University.

APPENDIX B

EVALUATION INSTRUMENTS

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1. Achievement Tests: a. Preparation for Homemaking and Employment 89
   b. Homemaker - Family Member 102
2. Adaptation of Rosenberg Scale 115
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4. Child Rearing Practices 122
5. Marriage 127
6. Attitude Toward a Dual Role for Women 131
7. Attitudes Toward Work 134
8. Becoming Employable 139
9. Management Rating Scale 144
10. Safety Rating Scale 147
11. Sanitation Rating Scale 150
12. Homemaker: Management of Work Rating Scale 154
13. Homemaker: Safety Rating Scale 157
14. Household Sanitation Rating Scale 161
15. Homemaker: Meal Service Rating Scale 164
16. Cafeteria Counterman Rating Scale 168
17. Waiter/Waitress Rating Scale 171
18. Cook's Helper Rating Scale 177
19. Dietary Aide Rating Scale 180
20. Short Order Cook/Lunchroom Counterman Rating Scale 184
21. "My Job" Rating Scale 188
22. Employer Rating Scale 191

APPENDIX B (continued)

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23. Evaluation of Project and Materials 193

a. Curriculum Plan and Materials 193
b. Teaching Materials: Homemaker-Wage Earner Course 195
c. Teaching Materials: Homemaker-Family Member Course 199
d. Course Evaluation: Teacher Interview Schedule 202
e. Course Evaluation: Student Interview Schedule 205
f. Curriculum Research Project 209

Name ______________________________

School ____________________________

Date ______________________________

1a. ACHIEVEMENT TEST: PREPARATION FOR HOMEMAKING AND EMPLOYMENT

1. When people speak of the basic needs of persons they mean needs which are

   1) important for the growth of defense feelings
   2) important for normal human growth and development
   3) important for proper body functioning
   4) important for spiritual growth of a person

   1. _____

2. Some people say that the modern American family is in a period of change rather than a period of decay, or falling apart. These people are saying that the modern American family

   1) may be in a process of slowly breaking down
   2) will never disappear although it may become rather unimportant in American society
   3) may become different in the future but this doesn't mean it is falling apart
   4) will probably be eventually replaced by another more useful social institution
   5) is losing its function and may eventually become unnecessary for American society

   2. _____

3. Which of the following is NOT a requirement for working papers?

   1) permission of parent or guardian
   2) a certificate signed by the prospective employer
   3) legal proof of age
   4) signature of the school principal
   5) a physical examination

   3. _____

4. Until recently, women have moved in and out of the labor force whenever they wished. However, the prediction is that they will not be able to do this so easily in the future.

   What is the best explanation of the prediction?

   1) We expect a period of unemployment, and women are less likely to be hired
   2) The need for unskilled workers is declining

3) Men will be preferred for the kinds of jobs women have usually held
4) Teenagers are coming into the labor market and taking jobs away from these women
4. ____

5. When you are job hunting, the accepted way to contact a specific employer is to

1) drop in any time during business hours
2) call to make an appointment
3) wait for the employer to specify a time
4) any of these is acceptable
5. ____

6. It is important to understand sex as

1) an animalistic drive
2) passionate
3) something we are
4) natural and therefore not harmful
6. ____

7. You are in charge of setting the tables for a banquet. Which procedure shows best use of your time?

1) Figure jobs and locate supplies, assign a specific job to each girl and show her where things are
2) Call the girls together, show them the tables and supplies, and have them divide the work among themselves
3) Give each girl a job; let them locate their own supplies
4) Get out the dishes and flatware yourself; assign to each waitress the tables she is to set up
7. ____

8. The amount of pay a person receives after all the deductions are made is called

1) gross pay
2) partial pay
3) total pay
4) net pay
8. ____

9. Advertisements are of most value to the average consumer in that through them he can find out

1) the quality of the product advertised
2) the amount of service he can expect from the product
3) what new products are available
4) what he needs
9. ____

10. Which food group supplies the largest amounts of vitamin A?

1) citrus fruits

2) bread and cereals
3) green and yellow vegetables
4) meats 10. ____

11. Which of the following garments should not be dried in an automatic dryer?

1) man's corduroy shirt
2) woman's helanca shell
3) boy's dungarees
4) ladies' wool sweaters 11. ____

12. As a child increases in age

1) his need for friends his own age decreases
2) his need for adult supervision increases
3) his ability to take care of eating and dressing increases
4) all of the above 12. ____

13. An individual's characteristics may be strengths or weaknesses. What is important for him is to

1) realize his potential
2) ignore his weaknesses
3) cover up his failings
4) be on guard for how others criticize him 13. ____

14. What have we accepted as a definition of the word "family"?

1) a house in which people live
2) a unit of two or more people, living together and sharing resources
3) all people who live together in one place
4) only that group which consists of father, mother, and own children
5) a home including all the furniture and people in it. 14. ____

15. Which is MOST important when choosing a job?

1) work near home
2) opportunity to learn and advance
3) good pay
4) a job which does not require union membership 15. ____

16. People who study families have found that women who are employed have more to say about family decisions than women who are not employed. Yet some women do not use this power - they insist that their husbands make the decisions. Choose the principle which is most likely to explain such behavior.

1) Role is what a person is expected to do in a situation
2) A person's social position may change as the society in which he lives changes
3) There is a delay between the time a social change is indicated and the time it occurs
4) Social change is accelerated by upheaval, either in families or in society. 16. _____

17. A well-established system of moral values would

1) lower a person's feeling of security
2) motivate and guide behavior, even in matters that do not involve moral issues
3) not be at all likely to clash with practical pressures in daily living
4) be difficult to maintain without religious help from something like Sunday School or church 17. _____

18. Which type of storage is INCORRECT for the foods listed after it?

1) Air-tight containers at room temperature: crackers, cookies, pretzels
2) Tightly covered containers in refrigerator: milk, kool-ade, fresh orange juice
3) Fruit bin in refrigerator: fresh oranges, bananas, apples
4) Covered container at room temperature: dried prunes, dried apricots, raisins 18. _____

19. A kitchen table and chair set is advertised as "$12 down and $10 a month for 12 months." when you investigate, you find that the cash price is $95. How much does the credit cost?

1) $25
2) $37
3) $40
4) $30

19. _____

20. Although they are very careful with their money, the Stones have difficulty making ends meet on their $4,200 a year income. They have one child. They would like to buy a new car and use their old car as down payment, but are undecided about making the $50 per month payments for the next three years. Which step could you be reasonably sure they have already taken?

1) Set up possible budget
2) Apply for credit
3) Ask a friend for a loan
4) Sign a purchase agreement

20. _____

21. Suppose a working wife was willing to spend money in order to save herself time and effort. Which would she do?

1) Buy only the best quality meat, fruits, and vegetables
2) Buy what looks appetizing without spending time to make shopping lists
3) Buy prepared and partially prepared foods
4) Buy home-grown foods in season to freeze for later use

21. _____

22. When you rent a place to live, certain responsibilities are yours and others are the landlord's.

What is the name of the customary agreement between the two of you?

1) conditional contract
2) policy
3) lien
4) lease

22. _____

23. A mother who notices that her pre-school child has a red throat should

1) isolate the child from other children
2) allow the child to play quietly with others
3) allow normal active play with others
4) isolate the child from children playing indoors

23. _____

24. Which of the following can be used to express love?

1) food
2) scolding
3) clothing
4) kissing
5) all of the above

24. _____

25. Families have several reasons for existing in our society. Which one of the following is one of the most important?

1) to live economically on a budget
2) to raise children and prepare them for the world
3) to live together in a legally acceptable way
4) to meet the physical needs of young children

25. _____

26. What is a trend in the working world today?

1) There is greater demand for unskilled workers
2) Women need training for the dual jobs of homemaker and worker
3) There is less competition for jobs
4) Service jobs are easy to get without a high school diploma

26. _____

27. The Brown's youngest child has recently married and left home. Mr. Brown has received enough raises over the years to maintain their standard of living. Still, Mrs. Brown is thinking about returning to the kind of work she did before the children came.

Which of the following most clearly explain her decision?
1) general economic conditions
2) the husband's job
3) children's attitude toward her working
4) period in her life
5) inflation

27. ____

28. During which period of time is sexual growth and development most rapid?

1) pre-natal
2) birth to five years
3) adolescence
4) early 20's

28. ____

29. If cooked foods such as macaroni and cheese are to be kept appetizing and safe for several hours, they should be kept at a temperature which is:

1) either very hot or very cold
2) lukewarm
3) room temperature
4) none of these is correct

29. ____

30. An emergency fund is important for

1) high income people
2) low income people
3) people whose income is uncertain
4) all the above groups

30. ____

31. Mrs. Jones has been shopping for a new sewing machine. Two stores in town have the model that she wants. In store A the machine sells for $149.00 cash or $15 a month for 12 months. Store B price is $145.00 cash or $10 a month for 20 months. She is not able to pay cash, but could get a loan from a bank or loan company. Which of the following sources of credit would usually be the least expensive for Mrs. Jones to use?

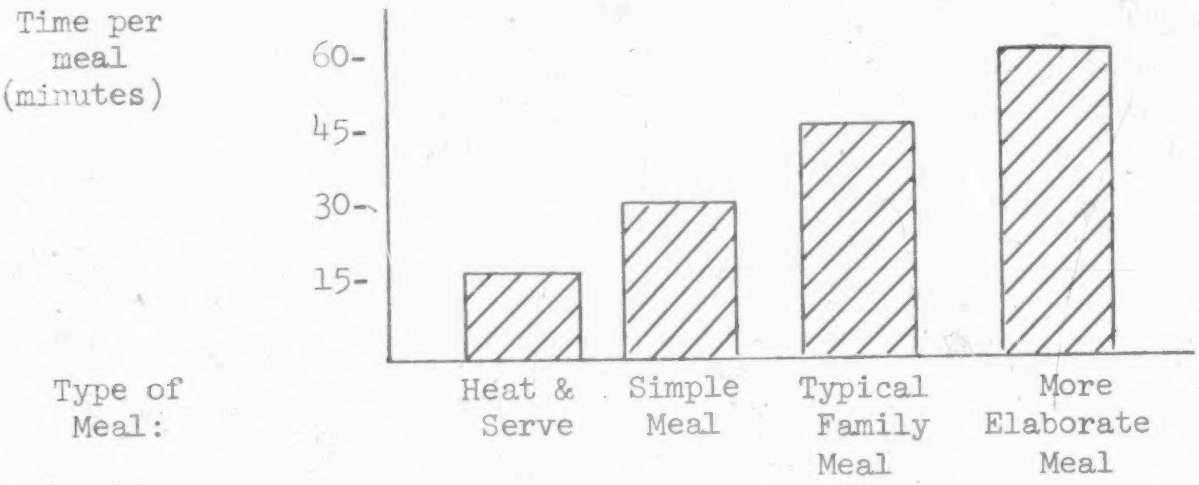
1) Loan from a loan company
2) Credit from store A
3) Credit from store B
4) Loan from a bank

31. ____

32. Which statement best explains the reason for your answer in question 31?

1) Store A credit is less expensive than Store B's credit
2) Store B's credit has lower monthly payments
3) Bank credit usually costs less than store or loan company credit
4) The loan company will give the longest time to repay the loan 32. ____

33. TIME SPENT IN PREPARING MEALS



Time spent in preparing meals probably would increase with an increase in number of family members.

1) This statement is true
2) This statement is not true
3) This cannot be told from the information given 33. ____

34. If you had two large packages tied with string, which is the most efficient (saving) way to carry them?

1) Pile them on top of each other and carry them in front of you
2) Carry them on your shoulders
3) Carry one in each hand by holding onto the string 34. ____

35. John, a five-year-old, occasionally likes to play with his building blocks. Which of the following statements is correct?

1) The toys are one of John's values
2) John is entertained by the blocks
3) He is bored
4) He needs more interesting toys to keep his attention 35. ____

36. Our self-concept, that is, what we think we are, is developed from

1) how we see ourselves
2) how others see us
3) the person after whom we model ourselves
4) all of the above 36. _____

37. Miss Brown, who works full time in the welfare office, also takes care of her elderly mother who lives with her. Could Miss Brown correctly be said to have a dual role?

1) Yes, because welfare work includes working with families
2) Yes, because she is managing a household and working in an office
3) No, because she is not married and presiding over a household
4) No, because women without children have only one dominant role 37. _____

38. Which of the following teenagers is likely to have the most trouble growing up in America?

1) a girl who looks forward to womanhood
2) a girl who wishes she did not have to be a woman
3) a boy who looks forward to manhood
4) a boy who wishes he did not have to be a man 38. _____

39. Which of the following characteristics is NOT necessary for efficient performance of the "back of the house" in a food service operation?

1) well-planned lay-out of equipment
2) adequate storage facilities
3) attractive decor
4) easy-to-care for floor coverings 39. _____

40. Which governmental division provides protection for consumers?

1) city
2) state
3) national
4) all of them 40. _____

41. Flora works during the week, and must do quite a few household tasks on Saturday. Even though Sam helps her, she finds that between her household tasks and taking care of the baby, she gets very tired.

Friends have made the following suggestions about managing effort. Which one of the suggestions is NOT reasonable for her to use?
1) Rest between each task
2) Do each task in as simple a way as possible

3) Use principles of good body mechanics
4) Alternate light and heavy tasks
41. ____

42. A two year old's problem of sharing a toy with another child can be solved most easily if the two year old

1) is physically forced to leave the toy he is playing with
2) is allowed to keep the toy until he tires of it
3) is told he can have a turn later
4) has his attention diverted to another toy or activity
42. ____

43. Feelings of inferiority and shyness in a teenager may often happen when there is a difference between his abilities and unrealistic goals he sets for himself. In other words the shy teenager

1) usually thinks of himself as better than he really is
2) usually sees himself as others probably see him
3) is usually rather realistic when looking at himself
4) is usually not very objective when looking at himself
5) usually sees himself as he really is
43. ____

44. Which of the following relationships between women and job possibilities is true?

1) Jobs will be available in child care services because there are more women working and they will need this service
2) More simple clerical jobs will be available because the need for such workers has increased
3) Automation has increased the need for unskilled labor, and women can fill such jobs
4) Since there are more women in sales jobs than in other kinds, this is a good kind of work for which to prepare
44. ____

45. Gonorrhea and syphilis are venereal diseases which usually are spread through

1) kissing
2) drinking cups and eating utensils
3) sexual intercourse
4) toilet seats
5) all of the above
45. ____

46. The statement which is most true about heredity and environment is

1) by controlling the environment a child can be made into any kind of person desired

2) training a child is often useless because he inherits most of his characteristics
3) capacities are determined by the kind of environment a child grows up in
4) the degree to which a child develops his capacities and characteristics is determined by the environment 46. _____

47. When the waitress is loading a tray of food to bring in from the kitchen to serve, she

1) puts cups on the saucers
2) makes sure that hot and cold dishes do not touch
3) places tea or coffee pots so that the spouts face the outside of the tray
4) stacks dishes with food to be served alternately on top of each other 47. _____

48. Three dinners @$1.00 plus three coffees @$.10 in a state where the sales tax is 2 per cent will equal a total check of

1) $3.30 plus 10¢ tax
2) $3.30 which is not high enough to be taxable
3) $3.30 plus 2¢ tax
4) $3.30 plus 7¢ tax 48. _____

49. Mrs. Brown wants to buy something which she can use to store sweaters and other knits. Which of the following would be the most space-saving, yet economical?

1) dresser with four drawers
2) set of plastic, enclosed shelves
3) plastic garment bag
4) a cedar chest 49. _____

50. On days school is not in session, which of the following would be the LEAST desirable arrangement for caring for a six-year old boy while his mother works?

1) Leave him with his grandmother
2) Leave him at a day care center
3) Leave him with his 12 year old brother
4) Hire a neighbor to keep him with her 50. _____

51. There are many standards in society, but a student must develop his own

1) as a basis for making decisions
2) in order to prove that he conforms to society's standards
3) so he knows how others got their standards
4) because his parents and peers expect him to 51. _____

52. Why is meat best cooked at low temperature?

1) because protein foods toughen at high temperature
2) for better flavor
3) because protein foods should be cooked for a long time
4) to preserve vitamins

52. _____

53. Steve's mother who lives alone would like to have her only son and his family move back to his home town to be near her. Which of the following shows the most mature response from Steve?

1) He realizes he owes it to his mother to make her last years happy ones
2) He thinks she should give up her home and move to the city and live with him and his family
3) He realizes that he needs to give her more attention by means of visits, phone calls, and letters
4) He wonders if she is not trying to break up his marriage

53. _____

54. Which of the following jobs is MOST likely to require the largest expenditures for clothing?

1) hospital aide
2) hostess in a tea room
3) waitress
4) cook in a nursery school

54. _____

55. "If two people are to have a successful marriage they must learn to communicate their feelings so that understanding results." This means that

1) it is better for couples to be quiet and avoid arguments
2) success in marriage is improved if couples learn NOT to show their feelings in quarrels
3) success in marriage is better when couples can tell each other how they feel
4) success in marriage is better when couples avoid showing their anger to each other

55. _____

56. "The feelings of a couple will probably have far more to do with the success of their marriage than will the intensity of the love they feel for each other on their wedding day." This means that:

1) a couple's love is usually at its peak on their wedding day
2) feelings of a couple shouldn't change after marriage
3) couples shouldn't feel any different about each other after the wedding day is over
4) unselfishness is often a big factor in a couple's being much in love
5) having the right feelings is more important in marriage success than feeling much in love

56. _____

TABLE OF SPECIFICATIONS

ACHIEVEMENT TEST: PREPARATION FOR HOMEMAKING AND EMPLOYMENT

Subject Area	Knowledge	Comprehension	Application	n	%
Skills for Living					
Self-Concept		1,13,24,36	43	5	
Family	14	2,25	53,55	5	
Sexuality	6,28,45	17,38,46,56	51	8	
Dual Role		27,37,44	16	4	
					40
Introduction to Skills for Employment in Food Service					
Employability	3	26		2	
Food Service Skills	10,18	21,29,39,47	7,34,48,52,54	11	
Obtaining Employment	8	5,15	4	4	
					30
Skills for Homemaking					
Money Management	40	9,19,30	20,31,32	7	
Care of Children		12,23,35	42,50	5	
Management of Time, Energy, and Housing	22	11,33,49	41	5	30
Percent	18	52	30		100

TABLE ____

VALIDITY OF INSTRUMENT: PREPARATION FOR HOMEMAKING AND EMPLOYMENT

Item No.	Pretest		Project*	
	% Item Difficulty	Item Discrimination	% Item Difficulty	Item Discrimination
1	71	.24	65-77	.13-.42
2	75	.34	52-60	.00-.32
3	54	.39	51-65	.10-.36
4	83	.21	23-30	.07-.36
5	71	.30	65-82	.07-.41
6	26	.24	37-53	.10-.16
7	58	.61	34-46	.32-.59
8	68	.33	51-71	.23-.48
9	31	.35	37-51	.14-.46
10	47	.57	37-47	.00-.41
11	83	.29	74-83	.13-.35
12	60	.24	22-40	.14-.29
13	68	.41	66-71	.23-.57
14	75	.29	44-64	.25-.45
15	85	.40	70-77	.24-.54
16	30	.24	15-41	.07-.28
17	68	.47	48-71	.36-.52
18	48	.46	30-40	-.10-.23
19	67	.55	38-43	.25-.48
20	68	.41	62-66	.18-.52
21	57	.52	39-52	.29-.46
22	71	.29	47-67	.26-.52
23	40	.10	47-67	.10-.36
24	65	.35	41-78	.21-.42
25	62	.29	47-58	.18-.55
26	80	.60	42-64	.19-.64
27	no data	no data	44-61	.43-.55
28	77	.24	57-72	.25-.55
29	45	.40	18-28	-.07-.10
30	72	.24	39-53	.19-.39
31	50	.52	26-38	.04-.31
32	51	.48	23-34	-.03-.42
33	39	.37	21-32	.07-.25
34	68	.41	59-66	.03-.29
35	43	.41	52-57	.16-.35
36	47	.48	32-44	.07-.43
37	81	.30	39-72	.23-.64
38	49	.65	32-45	.23-.42
39	64	.48	28-51	.07-.71
40	52	.29	53-61	.13-.35
41	45	.26	23-35	.03-.39
42	55	.40	38-54	.13-.46
43	49	.71	19-27	-.16-.19
44	58	.26	24-41	.21-.43
45	50	.53	51-72	.29-.50
46	54	.35	35-40	.24-.58
47	53	.35	30-47	-.07-.21
48	49	.39	43-52	.23-.46
49	25	.18	13-26	-.03-.14
50	50	.80	24-45	.16-.52
51	69	.59	34-53	.32-.46
52	52	.61	19-31	.16-.29
53	45	.53	47-65	.07-.48
54	56	.78	33-48	.32-.65
55	92	.24	73-78	.29-.48
56	53	.34	18-22	.00-.21

*Range of four samples n = 105-116)

Name ____________________

School ____________________

Date ____________________

1b. ACHIEVEMENT TEST: HOMEMAKER - FAMILY MEMBER

1. A food group which should be eaten daily because an important vitamin it contains is not stored in the body is

   1) citrus fruits
   2) bread and cereals
   3) green and yellow vegetables
   4) meats

   1. ____

2. What have we accepted as a definition of the word "family"?

   1) a house in which people live
   2) a unit of two or more people, living together and sharing resources
   3) all people who live together in one place
   4) only that group which consists of father, mother, and own children
   5) a home including all the furniture and people in it

   2. ____

3. The statement which is most true about heredity and environment is

   1) by controlling the environment a child can be made into any kind of person desired
   2) training a child is often useless because he inherits most of his characteristics
   3) capacities are determined by the kind of environment a child grows up in
   4) the degree to which a child develops his capacities and characteristics is determined by the environment

   3. ____

4. When you rent a place to live, certain responsibilities are yours and others are the landlord's. What is the customary agreement between the two of you?

   1) conditional contract
   2) policy
   3) lien
   4) lease

   4. ____

5. When lifting a heavy object, such as a loaded tray

1) bend from the waist; lift using the back muscles
2) kneel close to the object; lift using the leg muscles
3) push from the shoulders, keeping the equipment close to the body
4) bend from the waist; lift with the arms and shoulders

5. _____

6. Which of the following can be used to express love?

1) food
2) scolding
3) clothing
4) kissing
5) all of the above

6. _____

7. Steve's mother who lives alone would like to have her only son and his family move back to his home town to be near her. Which of the following shows the most mature response from Steve?

1) He realizes he owes it to his mother to make her last years happy ones
2) He thinks she should give up her home and move to the city and live with him and his family
3) He realizes that he needs to give her more attention by means of visits, phone calls, and letters
4) He wonders if she is not trying to break up his marriage

7. _____

8. When considering in what kind of building to live (for example--a house, an apartment, a mobile home), the first thing to remember is

1) neighborhood
2) school system
3) family composition
4) distance to work

8. _____

9. Which type of storage is INCORRECT for the foods listed after it?

1) Air-tight containers at room temperature: crackers, cookies, pretzels.
2) Tightly covered container in refrigerator: milk, kool-ade, fresh orange juice.
3) Fruit bin in refrigerator: fresh oranges, bananas, apples
4) Covered container at room temperature: dried prunes, dried apricots, raisins

9. _____

10. An individual's characteristics may be strengths or weaknesses. What is important for him is to

1) realize his potential
2) ignore his weaknesses
3) cover up his failings
4) be on guard for how others criticize him 10. _____

11. During which period of time is sexual growth and development most rapid?

1) pre-natal
2) birth to five years
3) adolescence
4) early 20's 11. _____

12. Two children are arguing over the use of the same tricycle. Which statement will best explain how to share?

1) "We take turns with tricycles"
2) "Don't keep the tricycle too much longer"
3) "Keep the tricycle until you get tired of it, then give it to another child"
4) "Why don't you give someone else a turn" 12. _____

13. Mrs. Jones has been shopping for a new sewing machine. Two stores in town have the model that she wants. In store A the machine sells for $149.00 cash or $15 a month for 12 months. Store B price is $145.00 cash or $10 a month for 20 months. She is not able to pay cash, but could get a loan from a bank or loan company. Which of the following sources of credit would usually be the least expensive for Mrs. Jones to use?

1) Loan from a loan company
2) Credit from store A
3) Credit from store B
4) Loan from a bank 13. _____

14. Which statement best explains the reason for your answer in question 13?

1) Store A credit is less expensive than Store B's credit
2) Store B's credit has lower monthly payments
3) Bank credit usually costs less than store or loan company credit
4) The loan company will give the longest time to repay the loan 14. _____

15. Which of the following garments should not be dried in an automatic dryer?

1) man's corduroy shirt
2) woman's helanca shell
3) boy's dungarees
4) ladies' wool sweaters

15. ____

16. Differences in physical needs of individuals are mainly the result of difference in

1) wants, desires, attitudes
2) food, air, water
3) age, sex, bodily function
4) personality, character, traits

16. ____

17. Which of the following is NOT a reason for practicing good health habits?

1) prevents serious illness
2) keeps the body functioning properly
3) prevents the spread of disease
4) develops immunity to disease

17. ____

18. There are many standards in society, but a student must develop his own

1) as a basis for making decisions
2) in order to prove that he conforms to society's standards
3) so he knows how others got their standards
4) because his parents and peers expect him to

18. ____

19. Which of the following teenager is likely to have the most trouble growing up in America?

1) a girl who looks forward to womanhood
2) a girl who wishes she did not have to be a woman
3) a boy who looks forward to manhood
4) a boy who wishes he did not have to be a man

19. ____

20. Gonorrhea and syphilis are venereal diseases which usually are spread through

1) kissing
2) drinking cups and eating utensils
3) sexual intercourse
4) toilet seats
5) all of the above

20. ____

21. Flora works during the week, and must do quite a few household tasks on Saturday. Even though Sam helps her, she finds that between her household tasks and taking care of the baby, she gets very tired

Friends have made the following suggestions about managing effort. Which one of the suggestions is NOT reasonable for for her to use?

1) Rest between each task
2) Do each task in as simple a way as possible
3) Use principles of good body mechanics
4) Alternate light and heavy tasks 21. _____

22. Advertising is NOT useful when it

1) informs consumers about new products and developments
2) stresses special features and important advantages of a product
3) encourages the buying of things the consumer cannot afford
4) develops large scale distribution of a product 22. _____

23. Families have several reasons for existing in our society. Which one of the following is one of the most important

1) to live economically on a budget
2) to raise children and prepare them for the world
3) to live together in a legally acceptable way
4) to meet the physical needs of young children 23. _____

24. As a child increases in age

1) his need for friends his own age decreases
2) his need for adult supervision increases
3) his ability to take care of eating and dressing increases
4) all of the above 24. _____

25. Feelings of inferiority and shyness in a teenager may often happen when there is a difference between his abilities and unrealistic goals he sets for himself. In other words the shy teenager

1) usually thinks of himself as better than he really is
2) usually sees himself as others probably see him
3) is usually rather realistic when looking at himself
4) is usually not very objective when looking at himself
5) usually sees himself as he really is 25. _____

26. Which of the following rules is inappropriate in guiding children's behavior?

1) Give the child a choice only if you really mean to give him a choice
2) Honestly answer the child's questions
3) Compare one child with another
4) Don't make fun of the child

26. _____

27. If you had two large packages tied with string, which is the most efficient (saving) way to carry them?

1) Pile them on top of each other and carry them in front of you
2) Carry them on your shoulders
3) Carry one in each hand by holding onto the string

27. _____

28. Some people say that the modern American family is in a period of change rather than a period of decay, or falling apart. These people are saying that the modern American family

1) may be in a process of slowly breaking down
2) will never disappear although it may become rather unimportant in American society
3) may become different in the future but this doesn't mean it is falling apart
4) will probably be eventually replaced by another more useful social institution
5) is losing its function and may eventually become unnecessary for American society.

28. _____

29. How a person is expected to act in a situation is called his

1) position
2) status
3) role
4) society

29. _____

30. Our self-concept, that is, what we think we are, is developed from

1) how we see ourselves
2) how others see us
3) the person after whom we model ourselves
4) all of the above

30. _____

31. "The feelings of a couple will probably have far more to do with the success of their marriage than will the intensity of the love they feel for each other on their wedding day." This means that

1) a couple's love is usually at its peak on their wedding day
2) feelings of a couple shouldn't change after marriage
3) couples shouldn't feel any different about each other after the wedding day is over
4) unselfishness is often a big factor in a couple's being much in love
5) having the right feelings is more important in marriage success than feeling much in love 31. ____

Fill in the blank next to each statement that describes a bill with the number of the method that would be the best way to pay that bill.

32. Telephone bill, payment made by mail 32. ____

33. Payment on refrigerator bought from mail order house; you do not have a checking account 33. ____

34. Payment on gasoline credit card bill, payment must be mailed 34. ____

METHODS
1) Cash
2) Personal check
3) Money order

35. If two people are to have a successful marriage they must learn to communicate their feelings so that understanding results. This means that

1) it is better for couples to be quiet and avoid arguments in order to have a successful marriage
2) success in marriage is improved if couples learn NOT to show their feelings in quarrels
3) success in marriage is better when couples can tell each other how they feel
4) success in marriage is better when couples avoid showing their anger to each other 35. ____

36. A two year old's problem of sharing a toy with another child can be solved most easily if the two year old

1) is physically forced to leave the toy he is playing with
2) is allowed to keep the toy until he tires of it
3) is told he can have a turn later
4) has his attention diverted to another toy or activity 36. ____

37. Values are ideas or opinions that

1) give direction to one's behavior
2) express what you believe in
3) give meaning to your life
4) all of the above

37. ____

38. If cooked foods such as macaroni and cheese are to be kept appetizing and safe for several hours, they should be kept at a temperature which is

1) either very hot or very cold
2) lukewarm
3) room temperature
4) none of these is correct

38. ____

39. Mrs. Davis has just discovered that her 2 year old Debby has wet her pants again. Which of the following comments will best promote and encourage Debby's toilet training?

1) "Next time you have to go to the toilet tell Mother about it."
2) "Did you wet your pants again? When will you learn to tell me in time!"
3) "Big girls don't wet their pants."
4) "I guess we'll have to put you in diapers again."

39. ____

40. Which of the following statements about family decision making is true?

1) Since resources tend to be about the same from family to family, they do not need to be considered in decision making
2) Once a family has made a decision, it should not be changed
3) A family's goals and resources are important to consider when making a decision
4) Money is always an important consideration in making a decision

40. ____

41. Fourteen-year-old Katy's parents want to have a happy, secure family. They have made a definite rule about the hour when Katy must be home at night. Which of the following statements best explains why such a family would have this rule?

1) They feel that Katy is still of an age to obey them without question
2) They are concerned about Katy's welfare and safety because of their affection for her

3) They love her and feel she shouldn't have too much freedom in order to protect her reputation
4) Katy's mother wasn't allowed to stay out late at night at Katy's age, and Katy's parents feel that this is still a good rule

41. _____

42. When a child greatly increases his appetite, his interest in things around him and his reactions to others because of a change in environment, we say he is no longer suffering from

1) maternal separation
2) maternal deprivation
3) maladjustment
4) malnutrition

42. _____

43. The mother who sends her child to nursery school so that he will be able to play with children his own age is considering

1) type of care available in nursery schools
2) her need to have some free time
3) the higher cost of a full day program
4) the needs of her child

43. _____

44. You are in charge of setting the tables for your church banquet. Which procedure shows best use of your time?

1) Figure jobs and locate supplies; assign a specific job to each girl and show her where things are
2) Call the girls together, show them the tables and supplies and have them divide the work among themselves
3) Give each girl a job; let them locate their own supplies
4) Get out the dishes and flatware yourself; assign to each waitress the tables she is to set up

44. _____

45. Which food group supplies the largest amounts of vitamin A?

1) citrus fruits
2) bread and cereals
3) green and yellow vegetables
4) meats

45. _____

46. Although they are very careful with their money, the Stones have difficulty making ends meet on their $4,200 a year income. They have one child. They would like to buy a new car and use their old car as down payment, but are undecided about making the $50 per month payments for the next three years. Which step could you be reasonably sure they have already taken?

1) Set up possible budget
2) Apply for credit
3) Ask a friend for a loan
4) Sign a purchase agreement

46. _____

47. A former Miss America entered a large assembly room to speak to a group of high school students. As she entered the room, she walked among the members of the audience. When she spoke, she told them about her experiences, and then gave them a chance to ask her questions. How was she communicating?

1) by her prepared talk
2) by listening to and answering their questions
3) by her fine appearance
4) by walking among them
5) (1) and (2) only
6) all of the above

47. _____

48. The amount of pay a person receives after all the deductions are made is called

1) gross pay
2) partial pay
3) total pay
4) net pay

48. _____

49. Larry and Carole had planned to live as cheaply as possible so they could save money to have a family. However, one day Larry came home and told Carole that he had ordered a color TV to be delivered that afternoon. Did values have anything to do with this?

1) No, because the problem had to do with communication about money
2) No, because a color TV is just something they need to have
3) Yes, because a difference in values was not communicated
4) Yes, because all married couples have the same values

49. _____

50. A mother who notices that her pre-school child has a red throat should

1) isolate the child from other children
2) allow the child to play quietly with others
3) allow normal active play with others
4) isolate the child from children playing indoors

50. _____

51. John, a five-year-old, occasionally likes to play with his building blocks. Which of the following statements is correct?

1) The toys are one of John's values
2) John is entertained by the blocks
3) He is bored
4) He needs more interesting toys to keep his attention 51. ____

52. Advertisements are of most value to the average consumer in that through them he can find out

1) the quality of the product advertised
2) the amount of service he can expect from the product
3) what new products are available
4) how much he should pay for an article
5) what he needs 52. ____

53. A well-established system of moral values would

1) lower a person's feeling of security
2) motivate and guide behavior, even in matters that do not involve moral issues
3) not be at all likely to clash with practical pressures in daily living
4) be difficult to maintain without religious help from something like Sunday School or church 53. ____

54. A kitchen table and chair set is advertised as $12 down and $10 a month for 12 months. When you investigate, you find that the cash price is $95. How much does the credit cost?

1) $25
2) $37
3) $40
4) $30 54. ____

55. An emergency fund is important for

1) high income people
2) low income people
3) people whose income is uncertain
4) all the above groups 55. ____

56. For a working mother of four which of the following would be the LEAST desirable way for her to save time and money in food preparation?

1) Simplify menus
2) Use quick-cooking meats such as steaks and chops

3) Use partially prepared foods such as frozen vegetables
4) Prepare double amounts of foods such as spaghetti; freeze the extra 56. _____

TABLE OF SPECIFICATIONS

Homemaker-Family Member Achievement Test

Subject Area	Knowledge	Comprehension	Application	n	%
Skills for Living					
Likenesses and Differences	16.45	1,6,10,17,26, 42	25,43	10	
Self-Perception and Values	37	30,53	18,49	5	
Interpersonal Relationships	2,11,20, 29	3,7,19,23,24, 28,31,47,50,51	12,35,36, 39,41	19	
					60
Skills for Homemaking					
Management-Buymanship	48	22,52,54,55	13,14,32, 33,34,46	11	
Work and Home Organization	4,9	5,8,15,38, 40,56	21,27,44	11	40
Per cent	18	50	32		100

TABLE ____

VALIDITY OF INSTRUMENT: ACHIEVEMENT TEST, HOMEMAKER - FAMILY MEMBER

Item No.	Pretest		Project*	
	% Item Difficulty	Item Discrimination	% Item Difficulty	Item Discrimination
1	39	.61	44	.33
2	75	.29	60	.83
3	54	.35	53	.17
4	71	.29	60	.50
5	26	.52	27	.00
6	65	.35	69	.33
7	45	.53	56	.67
8	60	.29	53	.33
9	48	.46	9	.00
10	68	.41	49	.50
11	77	.24	73	.33
12	60	.20	82	.33
13	50	.25	33	-.17
14	51	.48	22	-.17
15	83	.29	89	.17
16	43	.53	40	-.50
17	65	.31	47	-.17
18	69	.59	47	.17
19	49	.65	36	.17
20	50	.53	69	.83
21	45	.26	24	.17
22	65	.35	82	.67
23	62	.29	42	.17
24	60	.24	18	.17
25	49	.71	51	.67
26	65	.80	22	.33
27	68	.41	67	.50
28	75	.34	47	.33
29	62	.48	44	-.50
30	47	.48	36	-.17
31	53	.34	5	.00
32	41	.60	18	.00
33	37	.80	43	.67
34	41	.69	55	.83
35	92	.24	86	.33
36	55	.40	59	.67
37	45	.53	41	.33
38	45	.40	21	.00
39	45	.20	36	.33
40	80	.32	66	.67
41	72	.35	61	.33
42	79	.20	52	.00
43	79	.20	68	.83
44	58	.61	27	.67
45	47	.57	50	.50
46	68	.41	77	.67
47	34	.35	32	.00
48	68	.33	61	.67
49	74	.24	75	.67
50	40	.40	57	1.00
51	43	.41	52	.00
52	31	.35	21	.17
53	47	.68	36	.00
54	67	.55	25	.00
55	72	.24	45	.17
56	26	.52	18	-.17

*Second administration, experimentals (n = 23)

Name ______________________________

School ____________________________

Date ______________________________

2. ADAPTATION OF ROSENBERG SCALE*

Directions: Please circle the letter which best describes the way you feel about the following questions.

1. I feel that I'm a person of worth, at least on an equal plane with others.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

2. I feel that I have a number of good qualities.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

3. I am able to do things as well as most other people.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

4. I feel I do not have much to be proud of.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

5. I take a positive attitude toward myself.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

---

*Shortened version of scale developed by Dr. Morris Rosenberg, National Institute of Mental Health. Used by permission.

6. On the whole, I am satisfied with myself.

    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

7. I wish I could have more respect for myself.

    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

8. I certainly feel useless at times.

    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

TABLE _____

VALIDITY OF INSTRUMENT: ADAPTATION OF ROSENBERG SCALE

Item No.	t-Values*
1	6.58-6.99**
2	6.02-6.59
3	4.73-8.00
4	7.33-10.55
5	5.05-8.98
6	5.54-8.82
7	7.29-9.64
8	4.08-5.18

*A t-value as great as 1.75 indicates a useful item (Edwards, 1957).

**Project value, range of four samples (n = 136-179).

Name ______________________

School ______________________

Date ______________________

3. I-E SCALE*
(PEOPLE IN SOCIETY)

Directions: This is a questionnaire to find out how you feel about certain important events in our society. Each item consists of a pair of alternatives lettered a or b. Please circle letter in front of the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. There are no right or wrong answers.

1 a. Children get into trouble because their parents punish them too much.

b. The trouble with most children nowadays is that their parents are too easy with them.

2 a. Many of the unhappy things in people's lives are partly due to bad luck.

b. People's misfortunes result from the mistakes they make.

3 a. One of the major reasons why we have wars is because people don't take enough interest in politics.

b. There will always be wars, no matter how hard people try to prevent them.

4 a. In the long run people get the respect they deserve in this world.

b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5 a. The idea that teachers are unfair to students is nonsense.

b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

---

*Developed by Dr. Julian B. Rotter, University of Connecticut. Used by permission.

6 a. Without the right breaks one cannot be an effective leader.

b. Capable leaders who fail to become leaders have not taken advantage of their opportunities.

7 a. No matter how hard you try some people just don't like you.

b. People who can't get others to like them don't understand how to get along with others.

8 a. Heredity plays the major role in determining one's personality.

b. It is one's experiences in life which determines what they are like.

9 a. I have often found that what is going to happen will happen.

b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10 a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11 a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

b. Getting a good job depends mainly on being in the right place at the right time.

12 a. The average citizen can have an influence in government decisions.

b. This world is run by the few people in power, and there is not much the little guy can do about it.

13 a. When I make plans, I am almost certain that I can make them work.

b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14 a. There are certain people who are just no good.

b. There is some good in everybody.

15 a. In my case getting what I want has little or nothing to do with luck.

b. Many times we might just as well decide what to do by flipping a coin.

16 a. Who gets to be the boss often depends on who was luck enough to be in the right place first.

b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17 a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

b. By taking an active part in political and social affairs the people can control world events.

18 a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

b. There really is no such thing as "luck".

19 a. One should always be willing to admit mistakes.

b. It is usually best to cover up one's mistakes.

20 a. It is hard to know whether or not a person really likes you.

b. How many friends you have depends upon how nice a person you are.

21 a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22 a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much control over the things politicians do in office.

23 a. Sometimes I can't understand how teachers arrive at the grades they give.

b. There is a direct connection between how hard I study and the grades I get.

24 a. A good leader expects people to decide for themselves what they should do.

b. A good leader makes it clear to everybody what their jobs are.

25 a. Many times I feel that I have little influence over the things that happen to me.

b. It is impossible for me to believe that chance or luck plays an important role in my life.

26 a. People are lonely because they don't try to be friendly.

b. There's not much use in trying too hard to please people, if they like you, they like you.

27 a. There is too much emphasis on athletics in high school.

b. Team sports are an excellent way to build character.

28 a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29 a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a local level.

TABLE ____

VALIDITY OF INSTRUMENT: I-E SCALE (PEOPLE IN SOCIETY)

Item No.	t-Values*
1	**
2	1.48-3.16***
3	.95-4.20
4	1.27-2.88
5	1.56-4.92
6	3.34-4.93
7	1.27-2.69
8	
9	2.19-3.58
10	2.66-6.35
11	3.64-5.14
12	4.60-9.87
13	3.10-6.09
14	
15	2.60-4.44
16	.84-2.88
17	2.33-7.14
18	2.03-4.40
19	
20	1.65-4.24
21	0-2.96
22	3.01-5.29
23	3.96-5.94
24	
25	1.92-3.39
26	2.71-5.93
27	
28	2.38-4.38
29	2.72-5.57

*A t-value as great as 1.75 indicates a useful item (Edwards, 1957).

**Items with no t-value were used as filler items in the questionnaire.

***Project value, range of four samples, (n = 133-167).

Name ____________________

School ____________________

Date ____________________

4. CHILD REARING PRACTICES

Check the reply for each situation that describes the way things were in your family for you (and your brothers and sisters) when you were growing up. Check ONE for each situation, AS YOU REMEMBER IT	Check the statement that says what you think you would do about the situation described WHEN YOU ARE A MOTHER OR FATHER.
1. Mother expected us to keep things nice and orderly. ____(1) Yes, she couldn't stand a mess ____(2) To a certain extent she expected this ____(3) No, she probably figured this was too much to expect of children	1. I will expect my children to keep things nice and orderly. ____(1) Yes, I can't stand a mess ____(2) To a certain extent I will expect this ____(3) No I won't. This is too much to expect of children
2. Mother and father helped us to see that it's work that's most important to getting along well, not luck. ____(1) They didn't talk about this ____(2) Once in a while ____(3) They often mentioned this	2. I will help my children realize how much more important work is to success than luck. ____(1) No. I think luck is more important ____(2) I might try ____(3) Yes. They need to learn this
3. My parents have answered our questions. ____(1) Yes, if they thought we were asking sensible questions ____(2) Yes, almost any questions we asked ____(3) Not unless they were in a good mood	3. I will answer my children's questions. ____(1) If I think they are sensible ones that need an answer ____(2) Even if they seem like silly time-wasters, I'll answer them ____(3) If I feel like it

AS I REMEMBER MY FAMILY	FOR MY OWN FUTURE FAMILY
4. My parents provided the daily newspaper and a few books or magazines at home. ____(1) Sometimes ____(2) We didn't have these things ____(3) Yes. There was always something to read at home	4. I think I would provide the daily newspaper and some magazines and books in my home. ____(1) No. I don't think I'll need these ____(2) Yes ____(3) Depends on how much time I have to read
5. When we were in elementary school, my parents tried to find the reason when we did poorly on our homework assignments and helped us improve. ____(1) Yes, often ____(2) Once in a while ____(3) They did not do this	5. When my children are in elementary grades, I expect to try to find reasons when my children do poorly in homework assignments and help them improve. ____(1) Yes ____(2) Depends on whether I know anything about it ____(3) No. Better not to interfere in homework assigned by the teacher
6. My parents helped us get cards for the public library so we could take books out. ____(1) No ____(2) Yes	6. I'll see that my children have cards for the public library. ____(1) No ____(2) Yes
7. Mother and/or father talked with us about the special activities going on in school. ____(1) No. I can't remember their doing this ____(2) Once in a while ____(3) Yes, often	7. I'll be sure to talk with my children about special activities going on in their school. ____(1) No. I don't consider this important ____(2) If they bring it up, I'll listen ____(3) Yes

AS I REMEMBER MY FAMILY	FOR MY OWN FUTURE FAMILY
8. My parents played with us when we were younger. ____(1) Once in a while ____(2) Often ____(3) Hardly ever	8. I'll expect to play with my own children when they are little. ____(1) Once in a while ____(2) Yes, often ____(3) Not unless I have lots of time
9. Either my mother or my father would ask the principal or teacher for a conference if they wanted to ask questions relating to their children and the school. ____(1) No ____(2) Yes	9. I would take the responsibility to ask a teacher or a principal for a conference if I wanted information related to my children and the school. ____(1) No. The school will let me know if there is need for a conference ____(2) Yes
10. My parents talked with us children about things in the news. ____(1) Yes, often ____(2) Not very often, only if the news was something startling ____(3) No, seldom or not at all	10. I'd like to make it a point to talk over things in the news with my children. ____(1) Yes, I'd do it often ____(2) I might occasionally if the news were particularly interesting ____(3) No, children don't discuss news intelligently
11. My parents made it seem important to do well in school. ____(1) They paid a lot of attention to this ____(2) Once in a while they talked about this ____(3) No, they left me alone about this	11. I'll make it seem important to my own kids to do well in school. ____(1) Yes. This is good for parents to do ____(2) Only if or when they are failing some subject ____(3) No. Kids don't need this

AS I REMEMBER MY FAMILY	FOR MY OWN FUTURE FAMILY
12. My parents have kept me from having to cope with difficult situations.	12. I'll manage things so my children won't have to cope with difficult situations.
____(1) Yes ____(2) No	____(1) Yes ____(2) No
13. My parents read to us or read with us when we were little.	13. I'll expect to read to my children and with them when they are little.
____(1) Very often ____(2) Once in a while ____(3) Hardly ever	____(1) Very often ____(2) Once in a while ____(3) Not unless I have lots of time

TABLE OF SPECIFICATIONS

Child Rearing Practices

Dimension	Items	n	%
Provision in the Home for Cognitive Development of Children	3,4,6,8 10,13	6	46
Relationships with School	5,7,9,11	4	31
Helping Children be Responsible	1,2,12	3	23
Total			100

TABLE ____

VALIDITY OF INSTRUMENT: Child Rearing Practices

Item No.	t-Values*	
	Pretest	Project**
1	2.83	4.91-6.87
2	2.89	3.29-3.81
3	2.53	3.10-6.53
4	1.38	1.56-4.11
5	2.33	2.49-3.74
6	2.08	1.17-2.65
7	3.11	5.14-8.90
8	2.33	4.30-5.61
9	3.44	4.72-6.08
10	2.83	5.71-8.42
11	3.95	2.91-4.40
12	3.54	2.14-4.99
13	3.99	6.26-9.00

*A t-value of 1.75 indicates a useful item (Edwards, 1957)

**Range of four samples (n = 135-176)

Name ______________________________

School ____________________________

Date ______________________________

5. MARRIAGE

Usually people consider marriage an important step. What will happen in any marriage is never certain. It is natural that one would think over many things before taking this step.

Listed below are some of the things a man or woman planning to marry may consider. Read each one, thinking of yourself, and check the answer below that represents what you believe. IMPORTANCE refers to IMPORTANT TO A STABLE MARRIAGE - one in which the couple expect to be able to take care of themselves.

1. Can see ahead fairly clearly that we can support ourselves without help from our families or anyone.

    ______1. Very important. I wouldn't get married until I was quite sure about this.

    ______2. A serious consideration. But though supporting ourselves may be a little in doubt I would marry anyway.

    ______3. It may be important but not so important that it won't work itself out all right if we are deeply in love.

    ______4. Not important.

2. At least the husband has enough education or training to get and hold a job.

    ______1. Very important. I wouldn't get married until he had this.

    ______2. A serious consideration. But I would probably get married anyway even if this wasn't the case.

    ______3. It may be important. It will work out all right if we are deeply in love.

    ______4. Not important.

3. Ready to settle down.

______1. Very important. I wouldn't get married until we were ready to settle down.

______2. I would seriously consider this. But even though I weren't sure of being ready to settle down I might get married.

______3. It might be important. It will work out all right if we really love each other.

______4. Not important.

4. Ready to share homemaking responsibilities if/when wife is to be employed outside the home.

______1. I would seriously consider this. I might or I might not get married depending on this.

______2. It is probably important but very likely would work itself out all right without much thinking about it in advance.

______3. I doubt if this is important.

______4. Not important.

5. At the time of marriage have plans and knowledge (or plans and know where to get information) about effective family-size control.

______1. This is important enough to consider very seriously. I might not get married if I weren't prepared for this.

______2. This may be important but if we are deeply in love this will work itself out all right.

______3. I doubt if this is important.

______4. Not important.

6. Our marriage would not be thought of as a way to get out of some unpleasant situation for either of us.

______1. Very important. I wouldn't get married if one of us was using marriage as an "escape".

______2. This is important to a certain extent. I might get married anyway even if one of us was using it to get out of an unpleasant situation.

______3. It might be important but if it were it would work out all right if we really love each other.

______4. Not important.

7. Recognizes the strengths and assets he will bring to the marriage and those his partner will bring.

______1. Very important. I wouldn't get married without realizing what we have to count on.

______2. A serious consideration. But I probably would marry anyway even though I didn't see this clearly.

______3. It may be important but maybe it isn't important. Things will work out all right if we are deeply in love.

______4. Not important

8. Seeing marriage and family living as a desirable way of life.

______1. Very important. I wouldn't marry unless I believed this were true for both of us.

______2. A serious consideration. I probably would marry anyway even though I were not sure of this.

______3. May be important but it will work out all right if we really love each other.

______4. Not important.

TABLE OF SPECIFICATIONS

Marriage

Dimension	Items	n	%
Maturity	3,4,6	3	37.5
Preparation for Marriage	1,2,5	3	37.5
Acceptance of Marriage as an Institution	7,8	2	25
Total			100

TABLE ____

VALIDITY OF INSTRUMENT: MARRIAGE

Item No.	t-Values*	
	Pretest	Project**
1	4.01	4.61-6.05
2	4.35	3.98-7.45
3	5.33	4.35-7.88
4	4.72	4.67-9.05
5	2.60	5.51-7.05
6	4.02	4.62-9.82
7	4.97	6.66-9.84
8	3.93	4.82-7.65

*A t-value of 1.75 indicates a useful item (Edwards, 1957)

**Range of four samples (n = 136-171)

Name ______________________

School ______________________

Date ______________________

6. ATTITUDE TOWARD A DUAL ROLE FOR WOMEN

Some people think girls should be trained to have a dual role--that is, they should be trained to be both a wage earner and a homemaker. Some people think girls should plan to be only homemakers.

We want to know what you think about this, and your answers on the following scale will tell us. There are no right or wrong answers--just opinions.

Directions: Read each of the statements below and then rate them as follows:

A	a	?	d	D
Strongly Agree	Mildly Agree	Undecided	Mildly Disagree	Strongly Disagree

Indicate your opinion by circling the "A" if you strongly agree, the "a" if you mildly agree, the "?" if you are undecided, the "d" if you mildly disagree, and the "D" if you strongly disagree.

A a ? d D 1. Working women won't be able to spend enough time with their children.

A a ? d D 2. Working women won't be able to keep a proper and clean home.

A a ? d D 3. Most family arguments would be solved if the wife would stay in her place at home.

A a ? d D 4. Things today cost money. It is only reasonable for the wife to work to help get money for the family.

A a ? d D 5. A woman should not work after she is married because the husband should support the family.

A a ? d D 6. A wife who works cannot possibly give enough of herself to her family obligations.

A a ? d D 7. I think a mother can fix her time so her children will not feel rejected if she works outside the home.

A a ? d D 8. I think it is all right for a woman to work after she is married whether she needs the money or not.

A a ? d D 9. It is not possible to combine full time work with being a good wife and mother.

A a ? d D 10. If too many married women work there won't be enough jobs for the single girls.

A a ? d D 11. For many women, the satisfactions they get from having a job make them better people to be around.

A a ? d D 12. If wives work, their children will be more apt to be delinquents.

A a ? d D 13. Girls need to be trained both as homemakers and as wage earners.

A a ? d D 14. It's all right to work at a job where all the workers are women but not to work where there are a lot of men.

A a ? d D 15. As women share the job of earning the family's money, the family will be able to do more things together for fun.

A a ? d D 16. A woman shouldn't have a dual role. She should only be a housewife.

A a ? d D 17. I think high school boys today should be taught to expect their future wives to work.

A a ? d D 18. Our society needs the services which trained women have to offer.

A a ? d D 19. Wives who work because they like to may have fewer problems with their children than those who stay home because they feel that they must.

A a ? d D 20. If the wife works, families will be split apart.

A a ? d D 21. Mothers who work are apt to be cross and unreasonable.

A a ? d D 22. It is all right to work if the family needs the money badly, but not for luxuries like colored TV.

A a ? d D 23. High school boys today should be taught to help with work around the house (or be willing to pay someone else to help) when their wives work.

A a ? d D 24. President Johnson has said that we need trained women workers. We had better get busy and train more girls to work.

A a ? d D 25. Marriages may fail because the wife works.

TABLE OF SPECIFICATIONS

Attitude Toward a Dual Role for Women

Dimension	Items	n	%
Effect of Mother's Working on Children	1,7,12,19,21	5	20
Money Contribution of Working Wife	4,5,8,15,22	5	20
Home and Relationships Maintenance	2,3,6,9,11,16, 20,23,25	9	36
Implications for Society	10,13,14,17,18,24	6	24
Total			100

TABLE ____

VALIDITY OF INSTRUMENT: ATTITUDE TOWARD A DUAL ROLE FOR WOMEN

Item No.	t-Values*	
	Pretest	Project**
1	17.5	4.11-6.48
2	11.9	6.93-10.78
3	11.6	7.19-9.91
4	3.9	1.45-4.81
5	10.0	6.39-10.37
6	8.8	6.85-9.61
7	12.5	2.65-6.63
8	8.8	3.47-8.84
9	8.5	3.82-6.11
10	7.5	2.59-5.67
11	6.6	3.72-4.04
12	10.5	6.80-8.72
13	6.3	3.46-4.98
14	5.2	2.13-4.26
15	6.2	2.55-5.36
16	7.6	7.20-10.25
17	5.3	1.73-2.35
18	4.7	2.92-5.43
19	4.6	2.43-3.00
20	7.4	5.21-10.13
21	7.0	5.90-7.54
22	7.0	4.83-6.60
23	4.3	.24-4.14
24	6.2	.76-2.62
25	4.0	5.18-8.35

*A t-value as great as 1.75 indicates a useful item (Edwards, 1957).
**Range of four samples (n = 134-162)

7. ATTITUDE TOWARD WORK

When young people are asked about their problems, nearly all list as one of their major problems selecting a vocation and worrying about getting and keeping a job after high school. We think the schools could help you meet these problems better if they could understand more fully the attitude of young people toward work.

This questionnaire is designed to help you express your feelings toward work. It is based on actual statements made by teenagers just like yourselves. We would like to know whether you agree or disagree with the ideas of these young people.

Name: ______________________________

Age: ______________

School: ______________________________

Date: ______________

Directions: Please read each of the statements below and then rate them as follows:

A	a	d	D
Strongly agree	Mildly agree	Mildly disagree	Strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered.

A a d D 1. I would like a boss who would listen to my ideas.

A a d D 2. I think holding down a job is a sign of maturity in a person.

A a d D 3. I don't look forward to work unless I can earn enough money to make it worthwhile.

A a d D 4. I want to work for a person who gives me a chance to show my ability.

A a d D 5. I think the boss is there to help you.

A a d D 6. I would like to work with people who live the same kind of life I do.

A a d D 7. I think there are bound to be one or two workers on any job who won't cooperate.

A a d D 8. It doesn't seem as though our school helps people get jobs by making sure they get the training needed.

A a d D 9. My going to work and holding a job doesn't mean much to my country's growth and prosperity.

A a d D 10. The way I am treated on the job is just as important to me as the money it pays.

A a d D 11. I feel I am mature enough to handle some responsibility, and I appreciate its being given me.

A a d D 12. I'd rather stick to the friends I've made in my neighborhood and church rather than take up with people where I work.

A a d D 13. I think the worker has the right to respect and consideration from others.

A a d D 14. I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job.

A a d D 15. I don't think it's right for the boss to ask you to work late since people mostly have their own plans.

A a d D 16. I think the school helps you get a job by training you to have favorable qualities for a job.

A a d D 17. I want a fair salary that I feel my work is worth.

A a d D 18. I think unions are good for group protection, because the employer is bound to listen to so many voices.

A a d D 19. I want a job with which I have had some experience.

A a d D 20. After I start work I hope I can associate with a better class of people than those I go around with now.

A a d D 21. I would like a job which offers a great deal of advancement.

A a d D 22. I want a boss who is kind, but strict.

A a d D 23. I think the employer should see to it that the worker gets the rights that are really important to him.

A a d D 24. So many people these days seem hard to get along with.

A a d D 25. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend.

A a d D 26. I think it is part of your job to get along with your co-workers.

A a d D 27. Salary is not the main factor in choosing a job in my case; it is learning and trying to get ahead, and making something of my life.

A a d D 28. I don't think I need to admire my boss just because of his position.

A a d D 29. I think anyone who works should take pride in his job and do the best he can.

A a d D 30. I have a tendency to rebel under supervision.

A a d D 31. I think the employer has the right to expect good appearance from me.

A a d D 32. Most bosses tend to be not quite fair to everyone in their employ.

A a d D 33. I want to work with people who can get along with me well.

A a d D 34. Sometimes I think the school goes too far in trying to help you get a job.

A a d D 35. I want to go to work so I can support myself and won't have to depend on mom and dad.

A a d D 36. I think most bosses are just average humans like me but somehow they've had pull and money.

A a d D 37. I can do no more than work my hardest to buck for promotion.

A a d D 38. I want to work with people who take their work seriously enough to do a good job.

A a d D 39. I think the worker should be able to list his complaints with the supervisor or boss.

A a d D 40. I would like the type of work that would be varied and challenging.

A a d D 41. I expect to have some trouble getting a job because most employers don't like teenagers.

A a d D 42. I think you have to have "connections" in most jobs in order to get a promotion.

A a d D 43. I think the boss should be able to discuss your problems with you at any time of the day.

A a d D 44. I think a person who tries to do a little more than he has to may be promoted to a better job.

A a d D 45. I have a tendency to dislike following rules, when I think I can get by with it.

A a d D 46. I think people who work usually realize the value of a pleasing personality.

A a d D 47. I think I can get a job I'll be satisfied with for a long time even without further training.

A a d D 48. I think young people look forward to work because they don't know what work is.

A a d D 49. I want a job where I can please the boss as well as myself.

TABLE OF SPECIFICATIONS

Attitude Toward Work Scale

Attitude Toward	Per cent	Items
Adequacy of School's Preparation	10	8,16,19,34,47
Supervision and Supervisors	20	5,22,25,28,30,32,36,41,23,43
Peers	15	7,12,20,24,33,38,46
Choosing a Job	15	4,6,14,21,27,40,49
Rights and Responsibilities of Employees	25	1,9,10,11,13,15,17,18,26,31,39,45
Inner Satisfactions of Working	10	2,3,29,35,48
Expectations of Future Advancement	5	42,37,44
TOTAL	100	

TABLE _____

VALIDITY OF INSTRUMENT: ATTITUDE TOWARD WORK

Item No.	t-Values *	
	Pretest	Project **
1	7.63	2.38-4.37
2	11.50	1.73-4.13
3	12.29	2.25-5.06
4	14.71	2.56-4.30
5	14.75	2.13-3.57
6	4.35	-2.23-2.43
7	4.01	.76-1.89
8	15.84	3.86-6.03
9	15.50	4.83-7.98
10	12.50	2.61-5.16
11	13.75	3.87-5.45
12	11.66	3.35-6.02
13	11.88	3.14-4.69
14	11.33	2.47-4.16
15	10.42	3.34-5.05
16	4.88	1.28-4.52
17	2.67	2.64-4.26
18	8.20	.93-2.72
19	6.42	-.12-3.70
20	9.87	3.06-4.09
21	8.00	2.56-3.78
22	14.55	2.84-3.54
23	2.17	3.17-4.64
24	11.33	2.84-5.01
25	9.05	.21.3.23
26	11.36	3.55-4.48
27	18.10	1.2205.20
28	5.47	-.24- .94
29	13.46	2.90-4.02
30	18.75	4.13-8.34
31	14.00	2.87-4.91
32	14.67	2.52-4.99
33	11.00	1.82-3.54
34	1.72	3.59-5.33
35	2.72	-.82-3.14
36	9.71	-.55-1.19
37	8.96	3.93-4.38
38	13.75	2.61-5.56
39	9.49	2.85-4.79
40	10.64	2.82-5.38
41	11.86	3.12-7.97
42	17.16	4.48-5.79
43	2.57	.70-5.64
44	11.54	.28-3.90
45	16.33	4.71-6.17
46	20.41	4.92-5.94
47	1.79	2.11-3.78
48	5.63	-.34-1.78
49	13.33	3.89-5.29

*A t-value as great as 1.75 indicates a useful item (Edwards, 1957)
**Range of four samples (n = 125-138)

Student-Employee: ________________
Date: ____________________

8. BECOMING EMPLOYABLE

Directions: The following is a scale by which to judge the employability characteristics of students. Please indicate at the right your rating of the student-employee in each of the areas.

Key.	1 Not acceptable	2 Poor	3 Acceptable	4 Good	5 Very Good	Rating
I	1	2	3	4	5	
APPEARANCE ON THE JOB	a Dirty and/or non-regulation work clothing which detracts from business-image.		Work clothes meet minimum requirements of the job.		Business-like work clothing at all times contributes to firm's image.	
	b Sloppy or too-fussy grooming.		Satisfactory grooming.		Exceptionally well-groomed.	
	c Unpleasant.		Pleasant.		Sparkles, smiles.	
II	1	2	3	4	5	
COOPERATION WITH CO-WORKERS	a Does own assigned duties but does not help others when free.		Helps others, but not always cheerfully.		Cheerfully helps others when they are busy and he is not. Helpful to new employees.	
	b Lacks jusgment in working with others; argues on the floor. Constantly causes trouble with other workers.		Works well with others, rarely causes trouble.		Always works smoothly with with others; helps keep everyone's spirit up.	
III	1	2	3	4	5	
ATTITUDE TOWARD REGULATIONS	a Careless about following regulations.		Follows regulations acceptably well.		Usually follows regulations.	

					Rating
	b	Seems unconcerned for safety of co-workers, patrons, self. Does not know steps to take in case of accident.	Seems to recognize need for safety procedures. Knows steps to take in case of accident.	Seems actively concerned for safety of co-workers and patrons. Tries to prevent accidents. Can take responsibility in case of accident.	
IV MANAGEMENT		1 2	3	4 5	
	a	Wastes supplies and is careless with equipment; messy work space.	Doesn't waste supplies or break supplies and equipment. Keeps work space orderly.	Saves time, energy, and supplies. Takes proper care of equipment. Work space neat and efficiently arranged.	
	b	Works slowly; often needs help to finish assigned work.	Completes work on time.	Finishes assigned work; takes on added work.	
V ACCEPTANCE OF SUPERVISION		1 2	3	4 5	
	a	Resents being told something has been done wrong.	Able to accept suggestions.	Welcomes suggestions on ways to do job better.	
	b	Seems to resent or fear supervisor; is slow or does not follow directions.	Willingly accepts supervision; moderately quick to understand and follow directions.	Quickly understands directions; follows them as carefully and faithfully as possible.	
VI DEPENDABILITY		1 2	3	4 5	
	a	Tardy or slow to begin work.	Punctual, rarely absent.	Always ready for work on time; excellent attendance.	
LOYALTY		1 2	3	4 5	
	b	Criticizes company on and off the job.	Maintains loyal attitude to company on and off the job.	Seems to feel like part of the company; wants to maintain its good name.	
HONESTY		1 2	3	4 5	
	c	Questionable honesty.	Has the confidence of both supervisors and co-workers.	Completely honest about time, money and supplies.	

		1	2	3	4	5	Rating
VII ADAPTABILITY AND INITIATIVE	a	Resists needed change of policy or routine and/or cannot adjust to change.		Accepts change of routine; adjusts reasonably fast.		Readily adapts to new situation; learns quickly.	
	b	Tends to hold back, afraid to make mistake. Waits for supervision.		Can work without supervision.		Shows initiative; goes ahead without supervision, after she has learned what is expected.	
	c	Cannot and will not accept additional responsibilities.		Will accept and carry additional responsibility if asked.		Quickly accepts and carries out additional responsibility when need arises.	
		1	2	3	4	5	
VIII ATTITUDE TOWARD PUBLIC	a	Over-familiar with the public; shows impatience and lack of courtesy with customers.		Usually courteous toward public.		Consistently courteous behavior seems natural; little effort is needed.	
	b	Socializes with workers or allows friends to hang around so that patron is neglected.		Puts the patron first; no special treatment to friends.		Seems to enjoy serving the public; very good at handling all the patrons, even those considered "difficult."	
		1	2	3	4	5	
IX PRIDE IN JOB	a	Seems ashamed of job, does not enjoy working.		Enjoys job; good morale.		Enthusiastic about job.	
	b	Makes same mistakes over again; does not try to correct mistakes made.		Quality of work meets minimum requirements of the job. Tries to not make the same mistake twice.		Makes a few mistakes; high quality work. Makes constant effort to improve performance.	

X	1	2	3	4	5	Rating
SUITABILITY FOR THE JOB	Another job would be more suitable for this worker or this worker needs more training.		Worker is qualified for this position.		Worker shows exceptional ability and interest for this job; deserves promotion.	

TABLE ____

VALIDITY OF INSTRUMENT: BECOMING EMPLOYABLE

Item No.	D-Values	
	Pretest	Project*
I - a	.29	.24-.30
b	.32	.25-.30
c	.32	.27-.34
II - a	.32	.37-.48
b	.39	.38-.45
III - a	.40	.39-.49
b	.35	.35-.39
IV - a	.35	.38-.48
b	.45	.40-.46
V - a	.37	.40-.44
b	.35	.38-.45
VI - a	.51	.40-.53
b	.43	.41-.45
c	.35	.42-.51
VII - a	.46	.40-.47
b	.50	.43-.47
c	.46	.44-.51
VIII - a	.36	.38-.44
b	.36	.41-.46
IX - a	.40	.41-.45
b	.41	.41-.47
X - a	.50	.45-.51

*Range of four samples
(n = 135-.52)

Student-Employee: ____________
Date: ____________

9. MANAGEMENT RATJNG SCALE

Directions: The following is a scale by which to judge work procedures of an employee. Please indicate at the right your rating of the student-employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

I SPEED OF WORK		1	2	3	4	5	Rating
	a	Works slowly, often needs help to finish assigned work.		Does not always finish assigned work.		Finishes assigned work within expected time.	
	b	Makes unnecessary trips.		Makes few unnecessary trips.		All trips are necessary; makes every trip count.	
II ATTENTION TO JOB		1	2	3	4	5	
	a	Does not concentrate on job(s) at hand; gets too many things going at once; easily distracted.		Concentrates on single job at hand, but forgets to keep track of other jobs and situations which are her responsibility.		Concentrates on completing the job(s) at hand, but keeps track of several situations when necessary (e.g., several tables or groups of children)	
	b	Does not do jobs in orderly sequence proceeds "hit or miss".		Does jobs in orderly sequence if called to her attention unable to plan sequence for herself.		Does jobs in an orderly sequence, is able to plan sequence herself	
III BODY MECHANICS		1	2	3	4	5	
	a	Seems to work hard; movements uncoordinated; pace is uneven.		Seems to work hard at times; movements coordinated; usually keeps up a steady pace.		Seems to work easily; movements coordinated; keeps up a steady pace.	

				Rating
	b Ignores reasonable weight loads when lifting or carrying; does not use body well (back not straight, weight not borne on leg or arm-shoulder muscles).	Carries reasonable weight loads; does not always use body well.	Carries reasonable weight loads; uses body well (back straight weight borne on leg or arm-shoulder muscles).	
IV USE OF EQUIPMENT	1 2	3	4 5	
	a Tires quickly; does not use helps such as wheeled carts when available.	Does not tire easily; uses helps such as wheeled carts when called to her attention.	Does not show signs of fatigue; uses helps such as wheeled carts when available.	
	b Does not choose or use equipment correctly; ignores safety procedures.	Uses equipment as directed, but does not always choose the right equipment for the job; follows basic safety procedures.	Chooses correct equipment and uses it as directed; follows basic safety procedures; alert to unexpected hazards.	
V ADJUSTMENT TO NEW AND/OR UNPLEASANT SITUATIONS	1 2	3	4 5	
	a Unable to adjust to new or unexpected situations; does not apply what she has learned from training or experience.	Can make adjustments to new or unexpected situations if supervisor helps her apply what she has learned from training or experience.	Readily adjusts to new or unexpected situations; applies principles learned from training or experience.	
	b Avoids or delays jobs she doesn't like; tries to get others to do them for her.	Does unpleasant jobs as assigned but not always cheerfully.	Does unpleasant jobs promptly and cheerfully; accepts them as "just part of the job".	

TABLE ____

VALIDITY OF INSTRUMENT:
MANAGEMENT RATING SCALE

Item No.	D-Values	
	Pretest	Project*
I - a	.46	.39
- b	.41	.38
II - a	.37	.39
- b	.43	.38
III - a	.49	.36
- b	.29	.31
IV - a	.40	.37
- b	.35	.31
V - a	.43	.37
- b	.36	.43

* (n = 117)

Student-Employee: ____________

Date: ____________

10. SAFETY RATING SCALE

Directions: The following is a scale by which to judge the safety procedures of student-employee. Please indicate at the right your rating of the student-employee in the appropriate categories. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

						Rating
I ATTIRE	1	2	3	4	5	
	a Wears loose clothing or dangling jewelry which could easily get caught in machines.		Clothes acceptably well-fitted. May need to be reminded not to wear jewelry.	Wears well-fitting clothes which permit freedom of movement. No jewelry.		
	b Wears sandals or shoes with broken soles.		Wears conservative shoes with rubber heels; may or not have non-skid soles.	Wears trim, well-fitted oxfords with non-skid soles and heels.		
II USING MACHINES	1	2	3	4	5	
	Does not read directions or fails to follow instructions when operating equipment.		Operates equipment with care and according to directions, but needs reminders and repetition of directions.	Examines and handles working equipment with care; reads directions or listens to instructions before operating unfamiliar equipment.		
III CLIMBING	1	2	3	4	5	
	Uses boxes or chairs when climbing to reach top shelves.		Uses safe climbing equipment when called to her attention.	Independently uses step-ladder or other equipment for climbing.		
IV LIFTING AND CARRYING	1	2	3	4	5	
	a Lifts with back and shoulder muscles.		Ordinarily lifts with back and shoulder muscles, but needs to develop more proficiency.	Exceptionally good at lifting with leg and thigh muscles.		

					Rating
	b	Loads trays without regard to weight of objects.	Needs direction in loading trays, but complies.	Independently loads trays with heavier objects toward the center.	
V SHARP UTENSILS		1 2	3	4 5	
	a	Handles, uses and carries sharp utensils carelessly.	Handles and uses sharp utensils carefully, but may be careless in carrying them.	Especially careful in handling; using and carrying sharp utensils.	
	b	Leaves sharp utensils lying around in spite of reminders.	Stores sharp utensils as directed, but may need to be reminded to be careful of them during use and/or cleaning.	Sharp utensils store separately; does not leave them around during use and/or cleaning where others might accidentally be cut.	
VI BURNS		1 2	3	4 5	
		Fails to protect self or others from burn hazards such as hot grease, pan handles, spills.	Acceptably alert to avoiding burns to self, but may neglect to warn others nearby about hot grease, pan handles, spills.	Especially alert to avoiding burns to self and others. Protects self adequately and warns others of hot grease, pan handles, spills.	
VII ATTITUDE TOWARD SAFETY		1 2	3	4 5	
	a	Careless and indifferent to safety precautions.	Follows posted and verbal rules; may need to be reminded of other potential hazards.	Exceptionally careful to follow all rules for safety, both posted and verbal; alert to other potential hazards.	
	b	Does not inspect station before coming on duty; makes no attempt to correct hazards.	Inspects station when coming on duty, but needs help in locating and/or correcting potential hazards.	Independently inspects station when coming on duty and corrects any hazards before starting work.	

TABLE ____

VALIDITY OF INSTRUMENT:
SAFETY RATING SCALE

Item No.	D-Values	
	Pretest	Project*
I - a	.23	.21
- b	.30	.18
II	.36	.37
III	.32	.30
IV - a	.31	.28
- b	.21	.31
V - a	.30	.34
- b	.30	.37
VI	.31	.38
VII - a	.30	.31
- b	.33	.30

*n = 86

Student-Employee: ____________
Date: ____________

11. SANITATION RATING SCALE

Directions: The following is a scale by which to judge the sanitation procedures of student employees. Please indicate at the right your rating of the student employee in each of the areas. (Omit those which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

	1	2	3	4	5	Rating
I HEALTH AND PERSONAL HYGIENE	a Reports for work with obvious signs of a cold or other contagious infection.		Employee has to be reminded not to work with signs of contagious infection.		Never shows evidence of contagious infection.	
	b Reports for work with cuts or sores on hands, arms, or face; does not notify supervisor.		Usually knows when to report cuts or sores on hands, arms, face to supervisor for decision about working.		Knows when to stay home and/or when to ask supervisor about advisability of working with visible sores or cuts.	
	c Careless about handwashing and/or about touching hair or face.		Usually careful about handwashing and about hair or face.		Keeps hands scrupulously clean and away from hair or face.	
	d Apron and/or uniform consistently soiled.		Apron and/or uniform sometimes soiled.		Apron and/or uniform consistently clean.	
	e Head covering for loose hair inadequate.		Head covering usually adequate for protection of food.		Loose hair always properly contained.	
II	1	2	3	4	5	
FOOD STORAGE	a Cooked foods left at room temperature unless supervisor checks.		Tries to cool cooked food quickly, but may need suggestions as to methods; acceptably careful of foods requiring special care.		Cooked food cooled promptly and refrigerated; independently gives special care to foods more likely to become contaminated (e.g., custards, meats.)	

				Rating
	b Careless about contamination of food; appears to be unaware of sources of contamination, even when supervisor gives instructions.	Alert to obvious sources of contamination, but supervisor needs to remind her of others (such as using unclean boards on which to cut raw meat.)	Alert to all sources of contamination; takes a propriate action to prevent.	
	c Spilled food on shelves of refrigerator and odors indicate carelessness in storing food.	Refrigerator is clean and odorless, but some food appears to have been stores for a long period of time.	Refrigerator is spotlessly clean and odorless.	
	d Non-refrigerated storage is dirty. Does not report evidence of insects.	Non-refrigerated storage acceptably clean. Usually reports evidence of insects.	Non-refrigerated storage is spotlessly clean. Reports evidence of insects promptly.	
	e Food is stored randomly with no attempt at rotation of older supplies.	Perishable foods are rotated so that older supplies are used first, but other foods are stored randomly.	Obvious system of rotation in food storage so that older supplies are used first.	
III FOOD PREPARATION AND SERVING	1 2	3	4 5	
	a Rinses off dirty silverware or dishes before using for preparing food or tasting, does not sterilize them.	Needs occasional reminding to use sterilized silver and dishes for food preparation, tasting.	Always uses sterilized silverware and dishes for preparing food and a clean spoon for each "tasting".	
	b Careless about preparing and serving food with bare hands rather than with utensils or plastic gloves.	Usually careful to use gloves or utensils in food preparation and serving rather than bare hands.	Consistently uses utensils or gloves whenever possible in food preparation and serving.	
	c Disregards "danger zones" on dishes and silver.	Acceptably careful about touching "danger zones" but may need reminding.	Scrupulously careful not to touch "danger zones" on dishes and silver.	

				Rating
d	Careless in handling soiled dishes -- ignores local rules of procedure.	May need to be reminded of rules for handling soiled dishes; cooperates willingly.	Handles soiled dishes strictly according to established rules.	
e	Disregards need for avoiding contamination of clean dishes.	Does not contaminate clean dishes if reminded occasionally.	Careful never to contaminate clean dishes.	

TABLE ____

VALIDITY OF INSTRUMENT: SANITATION RATING SCALE

Item No.		D-Values	
		Pretest	Project*
I	- a	.22	.22
	- b	.25	.24
	- c	.35	.36
	- d	.29	.25
	- e	.40	.30
II	- a	.37	.37
	- b	.27	.34
	- c	.31	.34
	- d	.22	.34
	- e	.22	.34
III	- a	.30	.35
	- b	.29	.32
	- c	.33	.28
	- d	.30	.22
	- e	.34	.25

* n = 72

Student: ____________________
School: ____________________
Date: ____________________

12. HOMEMAKER: MANAGEMENT OF WORK RATING SCALE

Directions: The following is a scale by which to judge work procedures of a student. Please indicate at the right your rating of the student in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

I		1 2	3	4 5	Rating
SPEED OF WORK	a	Works slowly, often needs help to finish planned work.	Does not always finish planned work.	Finishes planned work within expected time.	
	b	Makes unnecessary trips.	Makes few unnecessary trips.	All trips are necessary; makes every trip count.	
II		1 2	3	4 5	
ATTENTION TO JOB	a	Does not concentrate on job(s) at hand; gets too many things going at once; easily distracted.	Concentrates on single job at hand, but forgets to keep track of other jobs and situations which are her responsibility.	Concentrates on completing the job at hand, but keeps track of several situations when necessary (laundry, children, food).	
	b	Does not do jobs in orderly sequence; proceeds "hit or miss".	Does jobs in orderly sequence if called to her attention; unable to plan sequence for herself.	Does jobs in an orderly sequence; is able to plan sequence herself.	
III		1 2	3	4 5	
BODY MECHANICS	a	Seems to work hard; movements uncoordinated; pace is uneven.	Seems to work hard at times; movements coordinated; usually keeps up a steady pace.	Seems to work easily; movements coordinated; keeps up a steady pace.	

					Rating
	b	Ignores reasonable weight loads when lifting or carrying; does not use body well (back not straight, weight not borne on leg or arm-shoulder muscles).	Carries reasonable weight loads; does not always use body well.	Carries reasonable weight loads; uses body well (back straight weight borne on leg or arm-shoulder muscles).	
IV USE OF EQUIPMENT		1 2	3	4 5	
	a	Tires quickly; does not use helps such as wheeled carts when available.	Does not tire easily; uses helps such as wheeled carts when called to her attention.	Does not show signs of fatigue uses helps such as wheeled carts when available.	
	b	Does not choose or use equipment correctly; ignores safety procedures.	Uses equipment as directed, but does not always choose the right equipment for the job; follows basic safety procedures.	Chooses correct equipment and uses it as directed; follows basic safety procedures, alert to unexpected hazards.	
V ADJUSTMENT TO NEW AND/OR UNPLEASANT SITUATIONS		1 2	3	4 5	
	a	Unable to adjust to new or unexpected situations; does not apply what she has learned from training or experience.	Can make adjustments to new or unexpected situations if teacher helps her apply what she has learned from training or experience.	Readily adjusts to new or unexpected situations; applies principles learned from training or experience.	
	b	Avoids or delays jobs she doesn't like; tries to get others to do them them for her.	Does unpleasant jobs as planned out but not always cheerfully.	Does unpleasant jobs promptly and cheerfully; accepts them as "just part of the job".	

TABLE ____

VALIDITY OF INSTRUMENT: HOMEMAKER:
MANAGEMENT OF WORK RATING SCALE

Item No.	D-Values*
I - a	.57
- b	.50
II - a	.57
- b	.50
III - a	.43
- b	.30
IV - a	.37
- b	.23
V - a	.33
- b	.53

*Project value (n = 23); a useful item has a value of at least .20.

Student: ____________________
School: ____________________
Date: ____________________

13. HOMEMAKER: SAFETY RATING SCALE

Directions: The following is a scale by which to judge the safety procedures of homemakers. Please indicate at the right your rating of the student in the appropriate categories.

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

	1	2	3	4	5	Rating
I ATTIRE	Wears improperly fitted clothing or dangling jewelry which could easily get caught in equipment and/or appliances.		Clothes properly fitted; occasionally wears inappropriate jewelry.		Wears properly fitted clothes which permit freedom of movement. No inappropriate jewelry.	
II USING APPLIANCES	Ignores written instructions when operating equipment and/or appliances.		Has difficulty following directions; could use help when operating equipment and/or appliances.		Has no difficulty following directions exactly; seeks help if needed when operating equipment and/or appliances.	
III CLIMBING	Uses boxes or chairs when climbing to reach top shelves.		Usually uses safe climbing equipment.		Consistently remembers to use foot stool or other correct equipment for climbing.	
IV LIFTING AND CARRYING	Incorrectly lifts and moves heavy items; seldom asks others to help.		Sometimes forgets to correctly lift and move heavy objects.		Correctly lifts and moves heavy objects; often asks others to help.	

V		1	2	3	4	5	Rating
SHARP INSTRUMENTS	a	Handles, uses and carries sharp utensils carelessly.		Usually handles, uses, and carries sharp utensils carefully.		Especially careful in handling, using, and carrying sharp utensils.	
	b	Leaves sharp utensils lying around where children might reach them.		Occasionally leaves utensils lying around; does not use proper storage.		Stores sharp utensils properly; does not leave them lying around during use or cleaning.	
VI		1	2	3	4	5	
BURNS		Fails to protect self or others family members from hazards such as steam, hot grease, spills, etc.		Usually alert to avoiding burns to self but may neglect to warn children and/or others.		Especially alert to avoiding burns to self and others.	
VII		1	2	3	4	5	
FIRE	a	Is careless about fire prevention rules.		Sometimes neglects to follow precautions against fire; e.g., care of ash trays.		Obeys all fire prevention rules.	
	b	Does not have home fire fighting equipment and/or does not know how to use it.		Is slow to locate and use fire fighting equipment.		Has home fire fighting equipment immediately available and uses it properly.	
VIII		1	2	3	4	5	
EMERGENCIES	a	Shows no knowledge of how to act in an emergency.		Exhibits some knowledge of procedures for usual emergency situations.		Shows initiative and knowledge in coping with unusual emergencies.	
	b	Shows no knowledge of first aid procedures.		Shows knowledge of the most usual, routine first aid procedures		Shows she is able to use and knows correct first aid procedures for all situations.	

		1	2	3	4	5	Rating
IX CARE OF POISONS	a	Careless about keeping drugs or medicines properly labeled and out of the reach of children.		Keeps drugs and medicines out of the reach of children. Sometimes careless about labeling.		Is careful that drugs, poisons and medicines are properly stored and always out of the reach of children.	
	b	Neglects to store household cleaning supplies out of children's reach.		Stores cleaning supplies out of the reach of children but may be careless when using them.		Household cleaning supplies stored properly and used with caution as necessary.	
X CARING FOR CHILDREN		1	2	3	4	5	
	a	Neglects to watch children.		Watches children when outdoors but may neglect them when indoors.		Is continually watchful of children; always knows their whereabouts.	
	b	Neglects potential hazards in play area which could result in mishaps or accidents.		Is alert to hazards in play area; removes obvious potential dangers, corrects others after mishaps.		Anticipates hazards in play area; removes potential dangers so that mishaps do not occur.	
	c	Neglects warning children of dangers or carries warnings to the point of inhibiting total activities.		Warns children of dangers but seldom to the point of inhibiting total activities.		Warns children of dangers when necessary.	

TABLE ____

VALIDITY OF INSTRUMENT: HOMEMAKER: SAFETY RATING SCALE

Item No.	D-Values*
I	.33
II	.33
III	.23
IV	.30
V - a	.37
- b	.43
VI	.37
VII - a	.33
- b	.30
VIII - a	.23
- b	.23
IX - a	.37
- b	.30
X - a	.27
- b	.27
- c	.27

*Project value, n = 23.

Student: ____________________
School: ____________________
Date: ____________________

14. HOUSEHOLD SANITATION RATING SCALE

Directions: The following is a scale by which to judge sanitation procedures of a homemaker. Please indicate at the right your rating of the student in each of the areas.

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

		1	2	3	4	5	Rating
I HEALTH AND PERSONAL HYGIENE	a	Careless while working when she has a bad cold or an infection which could contaminate the family or food.		May be careless while working about the home with minor infection; takes proper precautions if serious.		Is always careful to avoid infecting other people in any way when she has any infection.	
	b	Works with untreated cuts or sores on hands, arms or face.		Usually treats cuts or sores before working about the house.		Always is careful to treat cuts and sores before working to prevent their becoming infected.	
	c	Careless about handwashing and/or about touching hair or face while she is working.		Usually careful about handwashing and about touching hair or face while working.		Keeps hands very clean and away from hair or face while working.	
	d	Wears clothing which is soiled and messy.		Clothing basically clean, may be careless about use of an apron or other protective covering.		Clothing is clean, apron and/or other protective clothing used as necessary.	
	e	Careless about contamination of food; appears to be unaware of sources of contamination.		Usually protects food from contamination. Sometimes forgets about sources of possible contamination.		Takes appropriate measures to prevent contamination of foods. Appears to be aware of sources of contamination.	
	f	Neglects to correctly clean equipment and utensils after use.		Sometimes neglects to clean equipment and utensils after use.		Is always careful that equipment and utensils are correctly cleaned and stored after use.	

II GENERAL SANITATION PROCEDURES	1	2	3	4	5	Rating
	a Fails to clean household areas, ex. beds, toilets which are visibly dirty and need attention.		Usually cleans general areas about toilets and beds which become dirty.		Cleans throughly the bedrooms and bathrooms.	
	b Lets rubbish accumulate in the home and leaves it exposed.		Usually disposes of household rubbish but sometimes fails to cover garbage containers.		Disposes of rubbish promptly and covers garbage containers.	
	c Fails to thoroughly dry clean and/or wash family clothing.		Usually washes clothing as necessary. May be careless about dry cleaning.		Consistently keeps all family clothing clean whether laundered or dry cleaned.	
	d Fails to clean and spray if necessary, food areas, containers, etc. Which may attract pests.		Reasonably careful to avoid pests; gets rid of them promptly if they appear.		Always cleans and sprays food areas, containers, etc. thoroughly to avoid attracting pests.	
III STORAGE OF SUPPLIES	1	2	3	4	5	
	a Neglects to store food properly or promptly.		Occasionally forgets the proper way to store food items and may be slow to do so.		Remembers to store food items properly and promptly.	
	b Storage areas are left dusty and sticky from spilled substances.		Food storage areas are clean but may be careless about other areas.		All storage areas clean, free from spills and dust.	
	c Stores supplies haphazardly with no visable regard for rotating.		Has some visable plan when storing supplies but misplaces items occasionally.		Has an orderly approach to storage which allows for rotation.	

TABLE ____

VALIDITY OF INSTRUMENT: HOUSEHOLD
SANITATION RATING SCALE

Item No.	D-Values*
I - a	.30
- b	.20
- c	.33
- d	.30
- e	.27
- f	.30
II - a	.27
- b	.30
- c	.30
- d	.33
III - a	.37
- b	.27
- c	.20

*Project value, n = 23

Student: ____________
School: ____________
Date: ____________

15. HOMEMAKER: MEAL SERVICE RATING SCALE

Directions: The following is a scale by which to judge meal service procedures of a homemaker. Please indicate at the right your rating of the student in each of the areas.

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

I MENU PLANNING		1 2	3	4 5	Rating
	a	Menus do not conform to basic requirements for nutritive value and/or variety.	Menus meet basic and special nutritional needs of family, sometimes lack variety and appetite appeal.	Menus meet basic and special nutritional needs of family; contain an appetizing variety of food combinations.	
	b	Menus either exceed or fall too far below her budget.	Keeps within budget but may not spend wisely within basic food groups.	Menu cost is within budget and spent wisely within basic food groups.	
	c	Menus show no relationship to time allotted to meal preparation.	Some items unrealistic in time allotments.	Menus are planned within limits of time to prepare.	
II FOOD BUYING		1 2	3	4 5	
	a	Marketing list is incomplete.	Marketing list complete and usable but not always exact (e.g., can sizes)	Prepares and uses complete and accurate marketing list, sizes and/or weights specified.	
	b	Purchases wrong amounts and types of food.	Purchases correct types of food but not always correct amounts.	Purchases correct amounts and types of food.	
	c	Does not use market "specials."	Limited use of market "specials."	Plans menus around market "specials."	

	1 2	3	4 5	Rating
III FOOD HANDLING AND STORAGE	a Stores food in store wrapping or container.	Prepares foods for storage acceptably well.	Prepares foods for storage according to proper procedures; fresh meat re-wrapped, vegetables cleaned, etc.	
	b Perishables not promptly refrigerated.	Perishables usually stored within reasonable time.	Perishables stored promptly.	
	c Stores staples haphazardly.	Places staples in correct cupboard but does not rotate packages or fill containers.	Places staples in correct cupboards, rotates packages and fills containers.	
IV MEAL PREPARATION	1 2	3	4 5	
	a Meal time erratic.	Meals ready close to prescribed times.	Meals are always ready at set family meal hour.	
	b No evidence of a time plan.	Makes and uses time plan, but timing frequently off.	Makes and follows time plan within close limits.	
	c Foods poorly prepared; may be scorched, lack seasoning, pasty or underdone.	Foods acceptably well cooked; may need more seasoning.	Foods are tasty and well-cooked.	
	d Food unattractive.	Food passable in appearance.	Food looks appetizing.	
V TABLE SETTING AND SERVICE	1 2	3	4 5	
	a Table set "hit or miss".	Table set neatly though not always correctly.	Table is set correctly for type of service used.	
	b Table unattractive; no apparent attempt to improve.	Table passibly attractive; seldom uses accessories or centerpieces even if available.	Table looks attractive; appropriate accessories and centerpiece used if available.	
	c Food incorrect temperature and/or texture.	Hot foods served at correct temperature; cold foods sometimes put on table too soon.	Foods served at correct temperature and texture.	

						Rating
	d Foods served without apparent attention to needs of young children and/or babies.		Some attention given to needs of young children and/or babies.		Special care and attempts to give needs of young children and/or babies.	
VI	1	2	3	4	5	
CLEAN-UP	a Preparation dishes allowed to accumulate without rinsing or washing.		Makes effort to keep preparation dishes clean; sometimes "gets behind".		Preparation dishes cleaned as meal is being prepared.	
	b Kitchen disorderly.		Kitchen orderly except during busiest times.		Kitchen kept orderly throughout preparation, serving and clean-up.	
	c Garbage allowed to accumulate.		Makes obvious effort to dispose of garbage in a sanitary manner.		Uses garbage disposal promptly and properly OR disposes of wastes food in a sanitary manner in a garbage can.	
	d Loads and uses dishwasher wrong; wastes time over this OR uses unsanitary dishwashing procedures.		Slow and inefficient in use of dishwasher, but job is acceptable OR washes dishes from which people eat in a sanitary manner careless of others.		Dishes quickly prepared for dishwasher according to manufacturer's instructions OR dishes washed by hand under sanitary procedures.	
	e Leftovers stored in serving dishes or thrown away.		Leftover food saved but not always promptly stored.		Leftover food stored promptly and in suitable containers so that it will not deteriorate.	
	f Fails to clean up kitchen work areas and floor.		Leaves kitchen work areas and floor acceptably clean.		Kitchen work areas and floor in immaculate condition.	

TABLE ____

VALIDITY OF INSTRUMENT: HOMEMAKER:
MEAL SERVICE RATING SCALE

Item No.	D-Values*
I - a	.23
- b	.20
- c	.27
II - a	.30
- b	.37
- c	.43
III - a	.33
- b	.33
- c	.30
IV - a	.27
- b	.33
- c	.30
- d	.34
V - a	.20
- b	.23
- c	.30
- d	.27
VI - a	.33
- b	.27
- c	.27
- d	.27
- e	.30
- f	.13

*Project value, n = 23.

Student-Employee: ______________
Date: ______________

16. CAFETERIA COUNTERMAN RATING SCALE

Directions: The following is a scale by which to judge the work procedures of a cafeteria counterman. Please indicate at the right your rating of the student-employee in each areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

				Rating
I	1 2	3	4 5	
PREPARATION OF COUNTER	a Counter and shelves not consistently clean.	Counter and shelves usually spotless.	Counter and shelves spotless.	
	b Supplies not re-stocked.	Needs to be reminded to restock supplies.	Supplies re-stocked.	
	c Condiments and accompaniments not provided.	Condiments and accompaniments provided only if customer requests them.	Condiments and accompaniments in proper location so that customers may easily use them.	
II	1 2	3	4 5	
OPERATION OF COUNTERS	a Carelessly and/or improperly operates steam table or other heating devices unless closely supervised.	Needs occasional help to operate steam table and/or other heating devices correctly.	Independently operates steam tables and/or other heating devices according to directions.	
	b Carelessly ices cold counters and operates cold plates incorrectly.	Needs occasional reminding about correct icing of cold counters and correct operation of cold plates.	Cold pans iced evenly and cold plates operated as directed without supervision.	
III	1 2	3	4 5	
MERCHANDISING	a Does not display foods so they are orderly and attractive.	Displays food attractively when reminded about contrasts in color and shape.	Food displayed correctly; constrasts in color and shape used to increase attractiveness.	

					Rating
	b	Counter dirty and disorderly; food containers messy and unattractive.	Dishes usually placed in an orderly fashion; keeps counter reasonably neat and clean; food and containers may become messy during rush hours.	Dishes placed in an orderly fashion. Keeps counter spotless even during rush hours; food in containers kept appetizing.	
	c	Does not get food containers re-filled.	Occasionally needs to be reminded to refill containers.	Maintains supply of food on counter.	
IV SERVING		1 2	3	4 5	
	a	Does not control size of portions.	Portion control varies but within acceptable limits.	Portion control exact.	
	b	Food served with no regard for appearance.	Serves food attractively, but may omit garnish.	Food served neatly and attractively; garnished appropriately.	
	c	Does not handle serving utensils correctly.	Uses utensils correctly.	Serving utensils used skillfully and easily.	
V PHYSICAL SKILLS		1 2	3	4 5	
		Work speed is erratic; does not keep line moving.	Works slowly but accurately tries to keep line moving.	Works quickly and accurately; skillful at keeping line moving.	
VI FOOD PREPARATION		1 2	3	4 5	
		Does not prepare foods as directed; careless about measurements, procedures and use of equipment.	Prepares foods correctly when given specific direction in measurements, procedures and use of equipment.	Prepares foods correctly with minimum of instruction. Selects proper ingredients and equipment for the job; measures accurately.	
VII ATTITUDE TOWARD CUSTOMERS		1 2	3	4 5	
	a	Becomes confused and irritable under pressure.	Sometimes becomes confused but not irritable under pressure.	Works easily under pressure; does not become confused or irritable.	
	b	Indifferent to customers.	Pleasant to customers but not good at seeing ways to help them.	Cheerful and courteous to customers. Helpful to those who are confused; quickly makes suggestions which please.	

TABLE ____

VALIDITY OF INSTRUMENT:
CAFETERIA COUNTERMAN RATING SCALE

Item No.	D-Values	
	Pretest	Project*
I - a	.36	.29
- b	.28	.37
- c	.23	.37
II - a	.28	.29
- b	.43	.23
III - a	.55	.30
- b	.40	.30
- c	.40	.31
IV - a	.33	.27
- b	.40	.27
- c	.38	.23
V	.63	.33
VI	.33	.29
VII - a	.45	.33
- b	.38	.30

* n = 53

Student-Employee: ____________
Date: ____________

17. WAITER/WAITRESS RATING SCALE

Directions: The following is a scale by which to judge the work procedures of a waiter. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

		1	2	3	4	5	Rating
I MANNER WITH GUESTS	a	Does not greet guests.		Greets guests perfunctorily.		Greets guests with a friendly manner.	
	b	Shows preferential treatment to large groups, friends, big tippers.		Treats all guests the same.		Friendly, interested service makes each guest feel "special".	
	c	Tactless about handling the aged, disabled, small children.		Gives special help as needed by very young, old or disabled.		Consistently tactful and thoughtful when handling young, old, disabled.	
	d	Leans on table when taking order, sloppy stance.		Acceptable posture when taking order.		Stands gracefully when taking order.	
	e	Does not know menu terms or daily change in menu; does not know mode or time of preparation.		Knows main ingredients and mode of preparation of dishes, time required to cook-to-order, knows standard menu terms.		Has complete knowledge of menu, learns special desires of steady customers.	
	f	High pressures guests or does not attempt to sell at all, snatches menus.		Usually allows customers time to study menu, offers suitable suggestions.		Consistently allows ample time for customers to study menu. Describes food temptingly.	
	g	Ignores or does not know house rules regarding substitutions, children's meals.		Usually follows house rules regarding substitutions and children's meals.		Makes substitutions tactfully, consistently follows house rules.	

					Rating
	h	Leaves table without being sure she knows exactly what guests want.	Makes sure he understands order; asks guests to repeat orders; if unsure.	Exceptionally good at recording order exactly, without having to request guests to repeat them.	
II ASSEMBLING ORDERS		1 2	3	4 5	
	a	Discourteous to kitchen staff; does not follow correct sequence when placing orders.	Courteous to kitchen staff; follows correct sequence when placing orders.	Follows correct sequence of placing orders; understands duties of kitchen employees; courteous.	
	b	Forgets specific instructions (for ex., "no gravy").	Makes sure orders will be correctly filled.	Gives clear instructions.	
	c	Moves slowly, wastes trips.	Moves quickly. Combines orders, when possible, in one trip.	Works swiftly; makes every trip count.	
	d	Careless or preferential about portion control.	Follows house regulations regarding portion control.	Helps keep costs down by exact portion control.	
	e	Picks up food in wrong sequence. Does not check order adequately before leaving kitchen; omits proper food accompaniments.	Picks up cold food first, hot food last. Checks order for accompaniments, completeness, needed utensils.	Checks orders for suitable portions, clean dishes, proper accompaniments and equipment. Requests corrections.	
III SERVING GUESTS		1 2	3	4 5	
	a	Long waits between courses.	Correctly times courses.	Plans efficiently for especially good timing of courses.	
	b	Lengthy or inappropriate conversation with guests.	Knows when to engage in conversation but lacks warmth.	Knows when to engage in conversation; is good at it.	
	c	Allows stacks of soiled dishes to accumulate where guests can see them.	As guests finish courses, keeps table and service stand clear of soiled dishes.	Promptly removes soiled dishes from table and service stand, without rushing guests.	

				Rating
	d Does not know how to serve various menu items properly. Reaches in front of guests. Coffee in saucer, other spilled food.	Knows how to serve common menu items. Is inconsistent about serving from correct direction. Seldom spills food.	Adeptly serves all menu items. Serves from correct direction unless impossible or awkward. No food spills.	
	e Neglects guests, visits with other workers on the floor; leaves station without proper permission or notification.	Alert to guests' needs even when busy elsewhere; does not leave station without informing proper person.	Anticipates guests' needs and attends to them without either delay or hovering. Can always be depended upon to be at station.	
	f Noisy, slipshod service disturbs guests.	Quiet service; tries not to disturb guests.	Quiet, careful service; guests not disturbed.	
IV CHECKING	1 2	3	4 5	
	a Does not give customers an opportunity to order additional food or "extras".	Customer has to ask for additional food or "extras".	Inquires if customers would like additional food or "extras".	
	b Customer has to ask for check.	Check is presented when customer prompts.	Guests never have to ask for check.	
	c Makes mistakes on checks; gives wrong change.	Acceptably accurate about checking, making change.	Never forgets a la carte items or extras, checks accurate.	
	d Erases on check and/or does not write legibly.	Writes legibly, no erasures.	Legible checks, no erasures.	
	e Forgets to inquire about uneaten food, to report complaints to supvr., to thank guests.	Follows house rules regarding complaints, inquires about uneaten food; thanks guests.	Reports all complaints to supvr. Always thanks guests; knows community, can answer questions.	

		1	2	3	4	5	Rating
V SIDEWORK	a	Does assigned work carelessly. Inattentive at briefing. Soiled cloths at service stand.		Does assigned work well. Pays attention at briefing. Clean linen at service stand.		Does assigned work efficiently. Quickly comprehends briefing. Keeps service stand spotless without being wasteful of linen.	
	b	Fails to advise proper person when supplies run low.		Usually notices and advises when supplies run low.		Exceptionally alert to supply needs.	
	c	Silver tarnished and/or glasses and china chipped or spotted, containers unfilled or dirty; station dusty.		Silver polished and glassware and china shiny, containers are filled and clean; station dusted.		Station is always immaculate and attractive, containers filled.	
	d	Tables sloppily set. Closing duties incompletely done; does not tell supvr. when leaving floor.		Tables reasonably uniform. Closing duties adequately done; house rules followed.		Tables beautifully set. Closing duties are always completely done; house rules carefully followed.	
VI		1	2	3	4	5	
SANITATION	a	Careless about washing hands, using soiled equipment.		Washes hands after handling money, combing hair, etc.		Hands and equipment are always scrupulously clean.	
	b	Contaminates clean dishes, utensils or food by improper stacking or handling.		Stacks and handles dishes and utensils properly so as not to contaminate clean dishes, food, own hands.		Meticulously careful about stacking, serving and removing dishes and food; and about handling utensils.	
	c	Doesn't wear a hairnet. (Waitress)		Loose hairs outside of hairnet. (Waitress)		All hairs secured by hairnet. (Waitress)	
	d	Leaves food out at room temperature, unprotected from dust and insects.		Protects food from dust and insects; keeps food at proper temperature (hot or chilled); stores promptly.		Conscientious about protecting food which must be out; stores promptly.	

		1	2	3	4	5	Rating
	e	Work areas and service stand unsanitary.		Work areas and service stand acceptably clean.		Work areas and service stand spotless.	
	f	Unemptied ashtrays on table.		Ashtrays promptly washed.		Spotless ashtrays for each guest.	
VII SAFETY		1	2	3	4	5	
	a	Fails to pass through proper doorways; or if only one door, opens it carelessly.		Uses designated doors; if one door, opens it carefully to avoid hitting anyone who may be on the other side.		Always uses proper door; if only one, especially alert and considerate.	
	b	Makes nervous, jerky movements; moves into paths of other employees without warning.		Moves smoothly and predictably; watches movement of other employees in vicinity, warns them if moving into their paths.		Smooth and efficient movements; especially alert to others. Gives tactful warning when moving into their paths.	
	c	Fails to report or clean up spilled food or broken glass, etc. immediately.		Sometimes delays in reporting or cleaning up spills or accidents.		Promptly reports or cleans up spills, accidents.	
	d	Loads tray improperly and/or overloads.		Occasionally overloads or carelessly loads tray.		Balances tray, loads dishes properly.	
	e	Handles hot liquids carelessly; does not warn guests of hot dishes, fills containers too full.		Careful not to fill containers too full of hot liquids, turns spouts in on tray or table, warns guests.		Exceptionally alert to dangers of hot liquids and dishes when loading tray, serving guests, attending side table.	
	f	Fails to shut cupboard doors, leaves articles where someone can trip over them, puts sharp knives in dishwashers' sink.		Acceptably alert to safety precautions for other employees; no doors ajar or articles carelessly placed.		Exceptionally alert to safety hazards for other employees.	

TABLE ____

VALIDITY OF INSTRUMENT:
WAITER/WAITRESS RATING SCALE

Item No.	D-Values	
	Pretest	Project*
I - a	.29	.28
- b	.26	.25
- c	.30	.29
- d	.28	.21
- e	.35	.39
- f	.29	.33
- g	.30	.33
- h	.34	.36
II - a	.34	.31
- b	.34	.33
- c	.37	.35
- d	.33	.36
- e	.30	.39
III - a	.37	.35
- b	.30	.28
- c	.35	.31
- d	.29	.39
- e	.37	.33
- f	.37	.35
IV - a	.24	.38
- b	.25	.31
- c	.28	.42
- d	.37	.37
- e	.36	.43
V - a	.36	.37
- b	.41	.30
- c	.38	.31
- d	.33	.30
VI - a	.33	.43
- b	.33	.36
- c	.36	.28
- d	.32	.34
- e	.34	.29
- f	.48	.33
VII - a	.30	.39
- b	.32	.40
- c	.22	.33
- d	.39	.30
- e	.31	.37
- f	.30	.39

*n = 57

Student-Employee: ____________
Date: ____________

18. COOK'S HELPER RATING SCALE

Directions: The following is a scale to help judge the work procedures of a cook's helper. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key:		1 Not Acceptable 2 Poor	3 Acceptable	4 Good 5 Very Good	Rating
I OBTAINING SUPPLIES		1 2	3	4 5	
	a	Needs constant help in locating supplies.	Locates and procures supplies with little direction.	Learns location and procuring of supplies quickly.	
	b	Is not accurate in filling requisition.	Fills requisition accurately but slowly.	Fills requisition accurately and quickly.	
II ASSISTING WITH FOOD PREPARATION		1 2	3	4 5	
	a	Careless about measurements. Does not know basic techniques.	Measures accurately but slowly. Knows basic techniques but sometimes needs to be told when to use each.	Measurements accurate. Knows basic techniques and when to use them.	
	b	Clumsy when assisting with food preparation; instructions have to be repeated often.	Careful when helping with food preparation; may occasionally need to have instructions repeated.	Adept at helping with food preparation. Does job as directed; instructions do not have to be repeated.	
	c	Uses improper or inefficient tool for the job unless supervised.	Gets job done but does not always use most efficient tool or equipment for the job.	Uses best tool or equipment for the job.	

					Rating
	d	Careless with tools and equipment; adds to replacement and maintenance costs.	Usually handles tools and equipment acceptably.	Consistently uses tools and equipment skillfully.	
	e	Slow and/or careless about replacement of tools and equipment for use by others.	Replaces tools and equipment in proper storage area, but is sometimes slow in doing so.	Quickly returns tools and equipment to proper storage area.	
III PORTION CONTROL		1 2	3	4 5	
		Needs constant reminding about portion control.	Portion control varies, but within acceptable limits.	Portion control consistently exact.	
IV MAINTENANCE OF WORK AREA		1 2	3	4 5	
	a	Does not keep work area neat and clean.	Keeps work area acceptably neat and clean without reminding.	Keeps work area exceptionally neat and clean without reminders.	
	b	Does not see "extras" to do unless supervised.	Needs occasional direction to do "extras".	Does "extra" cleaning and straightening without supervision.	
V DISHWASHING PROCEDURES		1 2	3	4 5	
		Careless about scraping, washing, sterilizing pots and pans unless closely supervised.	Usually scrapes, washes, sterilizes pots and pans adequately; needs some supervision.	Independently scrapes, washes, sterilizes pots and pans, using adequate methods.	
VI GENERAL CAPABILITIES FOR JOB		1 2	3	4 5	
	a	Unable to adjust to changes in duties.	Adjusts slowly to changes in duties.	Adjusts easily to frequent changes in assigned duties.	
	b	Not adapted to this kind of work.	Suited to this type of work but will need longer than some to learn the routines.	Well adapted to this type of work; would be considered for promotion.	

TABLE ____

VALIDITY OF INSTRUMENT:
COOK'S HELPER RATING SCALE

Item No.	D-Values	
	Pretest	Project*
I - a	.46	.38
- b	.38	.39
II - a	.33	.43
- b	.40	.44
- c	.39	.36
- d	.32	.43
- e	.34	.41
III	.40	.34
IV - a	.36	.40
- b	.40	.45
V	.32	.31
VI - a	.46	.33
- b	.46	.41

* n = 81

Student-Employee: ____________
Date: ____________

19. DIETARY AIDE RATING SCALE

Directions: The following is a scale by which to judge the work procedures of a dietary aide. Please indicate at the right your rating of the student employee in each of the the areas. (Omit those which do not pertain).

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

		1	2	3	4	5	Rating
I ASSISTING DIETICIAN	a	Seems unable to understand diet modifications; unable to make them.		Appreciates and understands the common diet modifications and is able to make them; needs supervision and direction for less common modifications.		Appreciates and understands diet modifications; and is able to make them.	
	b	Inaccurate in following diet directions.		Usually accurate in following diet directions; may occasionally need guidance.		Consistently accurate in following directions independently.	
II PREPARATION OF FOOD AND NOURISHMENTS	a	Does not know basic cooking procedures used in preparation of special dietary orders.		Uses basic cooking procedures in preparation of special orders but needs reminding and supervision.		Independently prepares special dietary orders.	
	b	Seems completely unable to weigh and measure correctly, or to make conversions.		Uses correct weighing and measuring techniques but has to refer to tables for accuracy.		Needs no reminders of use or conversion of weights and measures.	
	c	Unable to make simple calculations (e.g., how many cups in 3 quarts?)		Needs to use references when computing from small - large quantities.		Computes quantities quickly and easily from small - large units.	

		1	2	3	4	5	Rating
III USE OF COOKING EQUIPMENT	a	Is not familiar with necessary cooking equipment.		Know names and purposes of most common items of cooking equipment.		Knows names and purposes of necessary cooking equipment.	
	b	Is not able to use equipment without constant supervision.		Needs some help in using equipment.		Independently uses items of equipment necessary for this job.	
IV		1	2	3	4	5	
DISPENSING SERVING PORTIONS	a	Uses inappropriate dishes; fails to ask supervisor for directions.		Uses appropriate dishes when directed by supervisor.		Independently serves food in appropriate dish for each item.	
	b	Can neither identify nor use serving utensils correctly.		Identifies and uses correctly most commonly used serving utensils; needs help with less common sizes and types.		Knows serving utensils and uses them correctly.	
	c	Unable to do simple calculations needed to apportion food; needs constant supervision and help.		Apportions food correctly but is slow in making the mathematical calculations needed and/or needs some supervision and help.		Divides quantities of food intoserving portions quickly and accurately, without supervision.	
V		1	2	3	4	5	
TRAY SETUP	a	Foods not placed for easy use by patient; no conformity to table setting forms.		Main course items placed correctly; small items may be hard to find and/or misplaced.		Food placed so patient can reach all items easily; set as close to table setting procedure as possible.	
	b	Incorrect foods put on trays; orders disregarded.		Sets up regular diets accurately; needs close supervision in filling special diets.		Correct foods always served to patient; special diets filled accurately without need for supervision.	

VI SERVING PATIENTS	1	2	3	4	5	Rating
	a Food unattractive; inept service prevents keeping food at right temperature.		Food served attractively; needs reminding and practice to serve quickly enough to retain proper temperature of foods.		Food reaches patient promptly in appetizing form (right temperature, no spills).	
	b Unpleasant to patients; ignores their feelings and problems.		Cheerful to patients; needs ideas and directions when dealing with difficult ones.		Cheerful to patients; skillful in dealing with difficult ones.	
	c Disregards instructions; attempts to perform nursing services.		Needs to be reminded not to perform nursing services, but is cooperative.		Careful not to perform nursing services--seems to recognize possible hazards of moving patients.	

TABLE ____

VALIDITY OF INSTRUMENT: DIETARY AIDE RATING SCALE

Item No.	D-Values	
	Pretest	Project*
I - a	.50	.48
- b	.58	.48
II - a	.54	.36
- b	.28	.30
- c	.23	.32
III - a	.24	.36
- b	.22	.38
IV - a	.27	.38
- b	.32	.38
- c	.34	.40
V - a	.54	.36
- b	.49	.32
VI - a	.19	.34
- b	.70	.32
- c	1.00	.26

* n = 38

Student-Employee: ______________
Date: ______________________

20. SHORT ORDER COOK/LUNCHROOM COUNTERMAN RATING SCALE

Directions: The following is a scale by which to judge the work procedures of a short order cook or lunchroom counterman. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

		1	2	3	4	5	Rating
I FOOD PREPARATION	a	Disregards customers' specifications.		Usually consistent about getting orders prepared as specified.		Prepares each order as specified.	
	b	Fails to prepare menu items correctly.		Needs direction in selection of ingredients and method of preparing menu items.		Uses correct ingredients and methods for menu items prepared at station.	
	c	Food looks "messy"; no garnishes used.		Food is appetizing, but garnishes are sometimes omitted or inappropriately used.		Food looks especially appetizing; appropriate garnishes used.	
	d	Disregards control of size of portions.		Portion control varies, but within acceptable limits.		Portion control exact.	
II FOOD CONTROL		1	2	3	4	5	
	a	Frequently runs out of supplies.		Maintains supplies if supervisor checks.		Independently maintains adequate supplies of all needed foods.	
	b	Fails to store food as directed.		Stores perishable food correctly; not careful about others.		Stores all food properly.	
	c	No regard for wasted food; leftovers ignored.		Acceptably controls food waste; needs suggestions for use of leftovers.		Efficiently controls food waste; adept at use of leftovers.	

					Rating
III CARE OF AREA		1 2	3	4 5	
	a	Area dirty and untidy.	Area clean and neat except during rush hours.	Keeps area clean and neat at all times.	
	b	Stands around during slack periods.	Sometimes uses slack time to restore area.	Consistently uses slack periods to restore area.	
	c	Ignores instructions on use and care of equipment.	Uses equipment correctly; may need reminders on correct use.	Uses and cares for equipment correctly.	
IV TO/FROM OTHERS		1 2	3	4 5	
	a	Fails to insist on quality work from those under him.	Not consistent about quality of work done by those under him.	Careful to guide work of those under his direction so that finished products are of high quality.	
	b	Reacts to criticism with resentment, defiance, or boredom.	Usually accepts criticism from boss.	Gracefully accepts directions and/or criticism from boss.	
	c	Treats those under him with arrogance, inconsideration.	Usually fair to those under him, but is sometimes unfair or inconsiderate.	Treats those under him considerately and fairly.	
V ATTITUDE TOWARD CUSTOMER		1 2	3	4 5	
	a	Abrupt with customers; unpleasant about substitutions or delays.	Courteous to customers; may neglect to explain substitutions or delays.	Cheerful and courteous to customers explains any necessary substitutions or delays in filling orders.	
	b	Ignores rules for serving food.	Serves food neatly, but may need to be reminded of correct method.	Independently serves food neatly and correctly.	
VI CASHING AND CHECKING		1 2	3	4 5	
	a	Checks inaccurate.	Checks figured accurately but slowly.	Checks figured quickly and accurately.	
	b	Cashing done inaccurately and perfunctorily.	Cashing accurate; but may be abrupt.	Cashing done pleasantly, quickly and accurately.	

VII APTITUDE FOR JOB	1	2	3	4	5	Rating
	a Slow and careless work habits.		Work is accurate, but slow at times.		Quick and accurate in his work.	
	b Clumsy and inefficient.		Worker is developing dexterity, but more slowly than desirable.		Shows high degree of manual dexterity.	
	c Becomes confused and irritable under pressure.		Sometimes becomes confused during rush periods but never irritable.		Works easily under pressure; remains calm and good-natured.	

TABLE ____

VALIDITY OF INSTRUMENT: SHORT ORDER
COOK/LUNCHROOM COUNTERMAN RATING SCALE

Item No.	D-Values	
	Pretest	Project*
I - a	.40	.36
- b	.40	.36
- c	.36	.38
- d	.38	.33
II - a	.32	.35
- b	.36	.31
- c	.35	.40
III - a	.30	.35
- b	.58	.32
- c	.44	.38
IV - a	.32	.40
- b	.36	.45
- c	.32	.33
V - a	.40	.38
- b	.40	.43
VI - a	.27	.44
- b	.24	.48
VII - a	.40	.38
- b	.32	.36
- c	.44	.45

* n = 74

Student: ____________
School: ____________
Date: ____________

21. "MY JOB" RATING SCALE

Directions: The following is a scale to be used to see how you feel about your job. Please mark your rating of the job in each of the squares at the right using the number from 1 to 5 which best describes how you feel about each item in the left-hand column. For example, the first item, "My Employer" will have four ratings. Select your rating from 1 to 5 using the descriptions in the blocks as your guide. If you don't feel that 1, 3, or 5 exactly sums up how you feel, use 2 or 4.

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

I MY EMPLOYER	1	2	3	4	5	Rating
	a He is mean and harsh; he doesn't care about the employees as long as they get the work done.		He is rather stand-offish but not a bad guy; he is generally thoughtful of the employees.		He is understanding and sympathetic; he is always considerate of employees.	
	b He has obvious favorites among the employees.		He seems to have favorites, but everyone is treated pretty much alike.		He is fair in treating all employees alike.	
	c He never lets me know whether or not I am doing a good job.		He lets me know if I do something wrong, but not if I do something right.		He keeps me informed as to how well I am doing.	
	d I listen to his opinions because I have to --not because I have much respect for him.		I respect his opinion on questions relating to the job.		He deserves my respect and regard as a person and as a businessman.	
II PHYSICAL AND MENTAL EXERTION	1	2	3	4	5	
	a Job is very tiring physically OR too much concentration is involved.		Job is occasionally over-tiring physically or mentally.		Workload and pressure are reasonable for this type of job.	

		1	2	3	4	5	Rating
	b	Work pace is fast with too much to do.		Workload is too heavy or too rushed only on certain occasions.		Adequate time available to do the job well.	
III MY CO-WORKERS		1	2	3	4	5	Rating
	a	The other workers are not interested in the same things that I like.		Some of the other workers share my interests and attitudes.		The other workers have the same general interests and attitudes that I have.	
	b	I have no friends at work.		I get along pretty well with everyone but have no close friends.		I have some real, lasting friends at work.	
	c	We disagree about who is supposed to do which job; there is a lot of rivalry.		Most of the workers do their share of the work with little friction among us.		We work together well as a team with everyone doing his share of the work.	
IV WORKING CONDITIONS		1	2	3	4	5	
	a	The work area is ugly, dirty, and/or too noisy.		The work area is clean but not very attractive or quiet.		The work area is attractive, clean, and relatively quiet.	
	b	The building is too hot or too cold to be comfortable.		The temperature of the building is usually comfortable.		The temperature is pleasant for the type of work being done.	
	c	The job is dangerous and no one cares much about safety.		Some attention has been given to safety, but certain parts of the job are hazardous.		The employer continually stresses safety and uses many safety devices.	
V SALARY AND OTHER BENEFITS		1	2	3	4	5	
	a	The pay for this job isn't large enough to live on.		My pay is large enough for anything I really need.		My pay is large enough to buy what I need plus some extras.	
	b	The pay is the same for every employee.		The pay depends on how long a worker has been here.		The pay depends on how long the worker has been here, how hard the job is, and how well he does the job.	

					Rating
	c	There are no benefits (sick leave pay, insurance, etc.) connected with this job.	The benefits are o.k.	Benefits with this job are so good that they make me want to keep working here.	
VI MY OWN JOB		1 2	3	4 5	
	a	My training didn't help much; almost everything I've learned has been on the job.	My training helped me to learn the job more rapidly after I got here.	I feel that I had enough training for the job before starting work.	
	b	I am not sure I am able to do a good job in this kind of work.	I do pretty good work but still need to improve a great deal.	I feel that I am able to handle this job well.	
	c	I am ashamed to tell people what I do and where I work.	This job and company are as good as those for which my friends are working.	I am proud to say what my job is and where I work.	
	d	The work is boring.	The work is about average --sometimes interesting and sometimes boring.	The work is interesting and gives me a lot of personal satisfaction.	
	e	Someone always tells me what to do; I never get to make any decisions.	I make little decisions in my job but don't have any voice in really important things.	I have the opportunity to use my initiative and to help decide what is going on.	
	f	My job is fixed; I don't think I will ever get a promotion.	There are some opportunities for promotion here.	There is a good possibility of promotion if I work hard.	
	g	For all I know I may get fired tomorrow.	If I do a good job, I don't have to worry about getting fired.	I feel so sure of this job that I don't have to worry about losing it.	
	h	I am sorry that I took this job.	This job is fine, but I might like some other type of work better.	This job has convinced me that I would like to remain in this type of work permanently.	

TOTAL SCORE ____________

22. EMPLOYER RATING SCALE

Directions: The following is a scale by which to judge the employability characteristics of young people in entry-level jobs. Please indicate at the right the number corresponding to your rating of the employee for each item.

Student-Employee: ______________________

Employer: ______________________

Business: ______________________

Job Description: ______________________

____

Length of student's employment in this job: ________ months ________

Date: ______________________

	1 Unsatisfactory	2 Poor	3 Acceptable	4 Good	5 Superior	Rating
Appearance	Sloppy, unattractive.		Meets minimum requirements of job.		Attractive, adds to business image.	
Relationships						
Supervisor	Resists criticism and direction.		Accepts supervision, follows directions.		Invites criticism, quickly understands directions.	
Co-Workers	Source of friction.		Cooperates with others.		Contributes to group moral.	
Public	Discourteous, neglects patrons.		Courteous, puts patron first.		Enjoys people; can handle difficult patrons.	

	1 Unsatisfactory	2 Poor	3 Acceptable	4 Good	5 Superior	Rating
Production						
Quantity	Rarely finishes assigned task.		Reasonable work pace; requires occasional help.		Consistently on top of job; helps others.	
Quality	Careless, sloppy.		Meets minimum standards.		Does careful work of high quality.	
Safety	A hazard to himself and others.		Needs occasional warning.		Alert to hazards to himself and others.	
Initiative	Dependent upon direction.		Shows initiative in routine matters.		Consistently goes ahead on own.	
Dependability						
Integrity	Questionable honesty about time, money, supplies.		Has confidence of supervisors and workers.		Completely honest about time, money, supplies.	
Loyalty	Criticizes company on and off job.		Accepts company facilities and policies.		Promotes company, shows pride.	
Absenteeism	Late and/or excessive absenteeism.		Usually punctual; rarely absent.		Consistently on-the-job.	

23a. EVALUATION OF THE CURRICULUM PLAN AND MATERIALS

Directions: Fill in the subconcept being considered in blank at top of page.

Please rate each of the following statements and place your score in the column at the right. Please rate each of the 12 statements.

Space below the rating form is for

1. Your suggestions of anything that might improve the plan or materials.
2. Any anecdote that would illustrate or support any rating you made on objectives or learning experiences or student response or teaching materials.
3. Notes on any means you used to find out how students are progressing.

Please include with these subconcept ratings a copy of any test or other written materials you used during the month to find out how students are progressing.

Subconcept: ____________________ Name: ________________________

1	2	3	4	5
not at all	(better than 1 but less good than 3	partly	(better than 3 but less good than 5)	almost always or almost completely

Course Objectives:

1. The outlined objectives for the lessons in this subconcept were attained.

2. I felt the objectives were clearly stated.

3. The objectives were relevant to the students' lives.

Learning Experiences--Methods of Presentation:

4. The learning experiences were meaningful to the students.

5. The suggested method of presentation was appropriate.

6. The alloted time for this area was sufficient.

Student Behavioral Response:

7. The students exhibited interest through participation.

8. The students were able to perform the expected behavioral response.

9. The students were able to relate to the material.

10. The students were able to state the principles and generalizations in their own words.

Teaching Materials:

11. As a source of useful information for the students, the materials were helpful.

12. The form in which the materials appeared and the method of implementation were useful.

Comments or suggestions: Evaluation instruments used: Anecdotes:

23b. EVALUATION OF TEACHING MATERIALS
HOMEMAKER - WAGE EARNER COURSE

Directions: Please score each of the following items below on the statements. Place a check in the column corresponding to your rating. If you did not use the material please check the far right column. At the end of the list, add any materials you used which were not included below. It may be helpful to use your curriculum guide as you rate each item.

1	2	3	4	5
If this material were available only by purchase from the department's discretionary fund, I would not use our money for it.		I would consider purchasing this material only if there were left over funds from the department's discretionary source.		I would be willing to purchase this material from the department's discretionary fund if it were available only by purchase.

Material	1	2	3	4	5	Not Used
Bulletin Board "Who Needs Help. ."						
Script "Community Jeopardy"						
Transparencies for Community Jeopardy						
Filmstrip "Sex: A Moral Dilemma for Teenagers"						
Transparency - Ladder of Love						
Reprint "Six Tests of Love"						
Study Chart - Uncontrolled Sex Drives						
Film "Phoebe"						
"Dear Abby" letters						
Movie "Quarter Million Teenagers"						
Program: "V.D. A Teenage Health Problem"						
Movie "Her Name was Ellie and His Name was Lyle"						
Film "The Miracle of Reproduction"						
Film "Our Human Body"						
Quiz "How Mature Am I?"						
Workbook "Will I be a Homemaker-Wage-earner?"						
Bulletin Board "What Can I do?"						
Slides "Decision Making"						
Questionnaire - employed homemaker et al						
Case Study #1						
Case Study #2						
Program: "Making Decisions"						

	1	2	3	4	5	Not Used
Program "The Dual Role"						
Statistics - need for food service workers						
Checklist for Grooming						
Worksheet - self-analysis						
Personal Grooming Checklist - daily evaluation						
Game "Rate a Trait"						
Cartoons - safety hazards						
Safety Rating Scale						
Movie "From Hashslinger to Food Handler"						
Judy, the Waitress						
Bulletin Board "With Whom Does the Worker Interact?"						
Dialogue "Attitudes"						
Game "Hattitudes"						
Rating Scale - Becoming Employable						
Checklist for field trip						
Price list for figuring monetary loss						
Nick, the waiter						
Sanitation Rating Scale						
Sketches - dishwashing process						
"All About Knives" Filmstrip						
Filmstrip "Song of the Salad"						
Filmstrip on sandwiches						
Filmstrip "Coffee Break"						
Management Rating Scale						
Food Establishment forms						
Filmstrip "Garnishes"						
Films "Tips on Tips"						
"Company is Coming"						
"Setting Pretty"						
"Table Setting Techniques"						
Rating Scales for Food Service Workers						
- Cook's Helper						
- Short Order Cook						
- Dietary Aide						
- Waiter/Waitress						
- Cafeteria Counterman						
Game "Dial a ?"						
Sample Job Applications						
Career Wheel						
"New Horizons in Food Service Careers"						
Filmstrip "The In Way to Meal Making"						

	1	2	3	4	5	Not Used
Market Order Form						
Film "Can Opener Easy Meals"						
"Minimum Manners for the Mainstream"						
Filmstrip "New Hostess at Home"						
Bulletin Board "What Do You Know About the Products They Show?"						
Teacher's Discussion Guide - "Understanding Your Paycheck"						
Transparencies - Understanding Your Paycheck						
Transparencies - Ways to Pay Bills						
Budgeting Game						
Teacher's Discussion Guide, "Paying Your Bills"						
Transparencies - Budgeting						
Filmstrip "A New Look at Budgeting"						
Bulletin Board Game "The Money Tree"						
Budget Worksheet						
Teacher's Guide - Credit						
Introduction to Credit						
Bulletin Board - Credit						
Credit Worksheet						
Credit Problems						
Bulletin Board "Who'll Take Care of the Kids?"						
Program: Care for Children of Employed Mothers						
Film "Keeping Children Happy" "Keeping Children Safe"						
Filmstrip "Selecting Children's Toys"						
Slides "Who'll Take Care of the Kids?						
Bulletin Board "How Can I Manage?"						
Transparency "Is the Paycheck Worth It?"						
Why You Spend More or Less Time Than Others"						
Transparency - "24 Hour Day"						
" "Employed vs. Non-employed Homemakers"						
" "Size of Family and House Spent on Housework"						
"Costs of Employment"						
Bulletin Board "Who Takes Over for Mom?"						

	1	2	3	4	5	Not Used
"Use Your Head to Save Your Back"						
Case Study - For a family						
Film "Home Safe Home"						
Filmstrip - "The Road to Responsibility"						
" "Our Modern Wash Day"						
" "Focus On the Family Wash"						

23c. EVALUATION OF TEACHING MATERIALS: HOMEMAKER-FAMILY MEMBER COURSE

Directions: Please score each of the following items below on the statements. Place a check in the column corresponding to your rating. If you did not use the material please check the far right column. At the end of the list, add any materials you used which were not included below. It may be helpful to use your curriculum guide as you rate each item.

1	2	3	4	5
If this material were available only by purchase from the department's discretionary fund, I would not use our money for it.		I would consider purchasing this material only if there were left over funds from the department's discretionary source.		I would be willing to purchase this material from the department's discretionary fund if it were available only by purchase.

Material	1	2	3	4	5	Not Used
Case study - Larry						
Bulletin board - "What do we all need"						
Personal hygiene checklist						
Duvall's love ladder						
Bulletin board - "Love is . . ."						
Film - "Somantic Consequences of Emotionally Starved Children"						
Film "The Quiet One"						
Film "Life with Baby"						
Film "Preface to Life"						
Case study - Norman						
Case study - Bud						
Bulletin board - "It's the way you look at it"						
Transparencies - girls' figure types						
Self-instructional materials						
Film "Improve Your Personality"						
Film "Right or Wrong"						
Minute Dramas - Gene						
Ditto - "Environment"						
Minute Drama - Carmin						
Survey sheet - comparison of values						
Transparency - how you get your values						
Bulletin board - "Your values are you"						

	1	2	3	4	5	Not Used
Minute Drama - Sue and Jane						
Minute Drama - Paula and John						
Case study - Bob						
Filmstrip "Sex: A Moral Dilemma for Teenagers"						
Love and the Facts of Life						
Six Tests of Love						
Film "Phoebe"						
Film "Quarter Million Teenagers"						
Program - V.D.: A Teenage Health Problem						
Movie "Her Name was Ellie and His Name was Lyle"						
Film "From Generation to Generation"						
Film "The Miracle of Reproduction"						
Film "Our Human Body"						
Bulletin board - "Sense and Nonsense"						
Transparency - all these are families						
Teen Guide to Homemaking						
Filmstrip "Is there a Typical Family?"						
Poem reprint - "Home" by Guest						
Movie "Our Changing American Family"						
Bulletin board - "How are these needs met by families?"						
Poem reprint - "A Friend is a Person"						
"Parents Don't Want Daughter"						
Bulletin board - "Help"						
Script - Community Jeopardy						
Bulletin board - "Gems in the Rough"						
Program - Care for Children of Employed Mothers						
Filmstrip "Keeping Children Happy"						
Filmstrip "Keeping Children Safe"						
Program - Making Decisions						
Slides - Making Decisions						
Bulletin board - "The Money Tree"						
Questionnaire - How I Handle My Money						
Budgeting guide and transparencies						
Filmstrip "A New Look at Budgeting"						
Crossword Puzzle - Insurance						
Bulletin board - "Helps to Know What Kinds to Buy"						

	1	2	3	4	5	Not Used
Worksheet for analyzing ads						
Teacher's guide - Paying Your Bills						
Worksheet - the cost of credit						
Making the Most of Your Money						
Teacher's guide - Understanding Your Paycheck						
Bulletin board - "Where will you live?"						
Case situations - Housing						
Film "Home Safe Home"						
Home Storage						
Filmstrip "The Road to Responsibility"						
Filmstrip "Our Modern Wash Day"						
Filmstrip "Focus on the Family Wash"						

23d. COURSE EVALUATION: TEACHER INTERVIEW SCHEDULE

Interviewer ____________________ Teacher's Name ________________
Date _________________________ School ______________________

1. What have you found to be the most interesting area(s) to teach in this course? Why?

2. What has been the most difficult to teach? Why?

3. What do you think the students have found to be the most difficult? Why?

4a. What major additions or deletions did you make to the curriculum prepared by the teachers and researchers?

b. Why did you add or delete these areas from the curriculum?

c. What would you add or delete from the curriculum if you were to teach it another year?

5a. Do you think that the work experience was valuable for the students? Why?

b. What difficulties did you encounter in planning and carrying out the work experience?

6a. When do you feel is the best time to begin the work experience part of the curriculum?

b. At what point during the school year or in the curriculum?

7. Do you think that the slides, films and transparencies were useful teaching aids? How could they be improved?

8a. What do you think of programmed instruction as a teaching tool for disadvantaged students? How could it be improved?

b. To what extent do students need to learn how to appropriately use programs as a method of study?

9. Which of the outside speakers were the best? Why?

10. How were the field trips helpful to the students?

11. How did the students react to role playing? When they observed it. . . When they participated in it. . .

12. Did you feel that the curriculum package allowed you enough flexibility in teaching the course?

13a. Do you think that providing teachers with such curriculum packages is a good idea? What are its advantages?

b. What do you see as some of the disadvantages of such curriculum packages?

14a. How useful was the organization and format of the curriculum package?

b. What recommendations would you make for its revision?

15. Do you think that this curriculum is beneficial for disadvantaged students? What changes would you recommend in order for it to better meet their specific needs?

16a. What is your overall feeling about your part in this past year's experience?

b. What would you have done differently?

23e. COURSE EVALUATION: STUDENT INTERVIEW SCHEDULE

Interviewer ____________________ Student's Name ____________________

Date ____________________ School ____________________

1. What did you like best in the course? (Give student the list of topics to rank.)(See last page of instrument)

2. If you could choose one part of this course which you think will be most helpful to you in your future, what would it be?

3. What could have been included in the course that would have been more helpful to you?

4. What in the course could have been improved? How?

5. What did you dislike about the course? Why?

6. What did you find most difficult to do or to understand in the course?

7. Would you recommend this course to your friends?

   ___Yes ___No ___Maybe ___Undecided

   Why or why not?

8. What are your future plans?

   ___Work ___Marriage ___College ___Vocational School

   ___Other (name it) ____________________

9. Did you think that the programmed learning booklets were helpful to you? Why?

____Yes ____No

10. Did you think that the slides, films and transparencies were useful in learning this material? Why?

____Yes ____No

11. Which of the outside speakers did you like best? Why?

12a. Was the role playing meaningful to you when you watched it? Why?

b. Was the role playing meaningful to you when you took part in it? Why?

13a. Was working in the lab helpful to you in understanding the material? Why?

b. Were the teacher's demonstrations helpful to you? Why?

14. Which field trips did you like best and were most helpful to you?

15. Can you think of any other activities that you would enjoy if they were added to this course to make it more interesting or helpful to you?

16. Do you have a job now? ____Yes ____No

A. If yes: (Note to interviewer: please distinguish between regular jobs and irregular jobs, e.g. babysitting may be either.

a. What is it?

b. What days and hours do you work?

c. Did this course help you get this job?

____Yes ____No

d. What do you like best about your job?

e. What do you dislike about your job?

f. Will you keep that job after you finish your education?

____Yes ____No

B. If no:

a. Do you feel prepared now to get a job?

____Yes ____No

b. Do you think this course will help you get a job? Why?

____Yes ____No

For Homemaker-Wage-earner students:

17a. What type of food service work appeals to you most?

b. Do you think that the outside-work-experience has helped you in this course?

18. Do you think that outside-of-class work experience should be part of this course?

____Yes ____No

19. If you leave work to raise a family, will you feel prepared to take a job again after your children are in school?

____Yes ____No

20. Do you feel that you understand yourself better after having had this course? Why?

21a. Has the course helped you to understand the various roles of the family members?

b. What do you think your family role is at present and will be in the future?

22. We need to know your ideas about the class so that the course can be made as helpful as possible for those students who will come after you. Can you think of any other ways in which the course could be improved?

Question #1. Have the student rank the following broad areas as a part of their response to this question. (rank #1 being most preferred.)

Preparation for Homemaking and Employment Course:

Understanding Others and Myself

The Family

Sexuality of Individuals

Employed Women

Food Service and Employment

Management in the Home

Care of Children

Homemaking Course:

Understanding Others and Myself

The Family

Sexuality of Individuals

Management in the Home

Care of Children

23f. OVERALL EVALUATION OF THE CURRICULUM RESEARCH PROJECT

To the Co-operating Teachers:

The purpose of the Overall Evaluation of the Curriculum Research Project is to assess the total program as it has been used by the 12 co-operating teachers during the 1968-1969 academic year. You are the only resource persons that the researchers have to turn to in answering the questions that have been raised in this questionnaire. It may be helpful to you as you answer these questions to refer to your curriculum guide and the notes you have made during the year. Your answers and comments will be the best sources of information when the curriculum is reviewed and revised in the 1969 Summer Curriculum Workshop.

Thank you for the care you have taken in responding to all of our questions in the past and the detail with which you have expressed yourselves.

Please complete this instrument and return it to Cornell University by June 2nd so that we may have sufficient time to review your answers in preparation for the curriculum workshop.

OVERALL EVALUATION OF THE CURRICULUM RESEARCH PROJECT

Directions: Please rate each of the following statements and place your score in the far right-hand column. We are interested in your attitudes toward various aspects of the curriculum research project and space has been provided for any additional comments you would like to make.

Points 1, 3 and 5 refer to the statements directly below them. However, if your feelings fall between these points, you may rate the statement either 2 or 4, depending upon the intensity of your feelings. Please do not rate an item in between these numbers, i.e. 4-1/2. Rate all the statements.

I. Overall Response to the Curriculum Project

						Score
1.	If I were to teach this course a second time I would prefer not to use any of the materials and methods employed in the research project.		In teaching this course again I would use some of the materials and methods employed in the research project.		In teaching this course a second time I would use most of the materials employed in the research project.	
	1	2	3	4	5	
2.	I don't believe that the project's materials would be applicable to other units I might teach, nor would I use them again.		Some of the instructional materials would be useful in other units and I may be able to use them again.		The instructional materials provided would be very helpful in other units I would be teaching and I would readily use them again.	
	1	2	3	4	5	
3.	None of the several methods of presentation; e.g., programmed learning, slides, transparencies, etc., were effective means for teaching the disadvantaged student in this course.		Only some of the methods of presentation were effective means of teaching the disadvantaged student in this course.		I found the combination of methods of presentation to be very effective means for teaching the disadvantaged student in this course.	

4. I did not find that using the honesty and truthfulness contract with the students contributed to the effectiveness of the course or to the quality of our relationships.		With some students the honesty and truthfulness contract seemed good and effective but for others it appeared to have meant nothing.		I found that using the philosophy of being truthful and honest on the part of the students and myself contributed a great deal to our relationships and the effectiveness of the course.	Score
1	2	3	4	5	

Comments:

II. Attitude Toward Prepared Curriculum Materials

Directions: You have been using a prepared curriculum package in home economics for one course for an entire year now. We would like to know your feelings toward prepared curriculum packages in general. Please rate the following statements to the extent that you agree or disagree.

1	2	3	4	5	
Strongly disagree		Agree somewhat		Strongly agree	Score
1. I feel that prepared curriculum materials assist me in teaching a course in a unified way and enable me to encompass the total subject matter easily.					
1	2	3	4	5	
2. I feel that prepared curriculum materials would not prevent me from supplementing a course with my own ideas.					
1	2	3	4	5	

	Score
3. I feel that prepared curriculum materials offer a desirable variety in teaching methods. 1 2 3 4 5	
4. I feel that prepared curriculum materials do not keep me from being flexible in making course plans. 1 2 3 4 5	
5. I would like to use prepared curriculum materials in several of the other courses I am now teaching. 1 2 3 4 5	
6. I would be willing to rely upon prepared curriculum materials in helping to plan course methods and learning experiences. 1 2 3 4 5	
7. I would be willing to use prepared curriculum materials in a course for an entire year. 1 2 3 4 5	
8. I think that the structure offered by prepared curriculum materials is helpful and beneficial in teaching a course. 1 2 3 4 5	
9. I feel that prepared curriculum materials offer the students a variety of stimulating situations which I could not provide as easily. 1 2 3 4 5	

10. I feel that prepared curriculum materials are useful in teaching difficult or controversial subjects such as sex education.

1 2 3 4 5

III. The Teaching Sequence of Concepts

Directions: Please rank each of the 7 areas below in the sequence in which you would teach them if you presented the course again. Place your rank in the left hand column.

Please score each area on the following statements regarding the quality of treatment extended to each area. Place your score in the right hand column.

Rank		1	2	3	4	5	Score
		This area was poorly treated and I would have rather used my own teaching ideas and generalizations almost completely.		This area was only partially treated. I felt I needed to incorporate quite a few of my own teaching ideas and generalizations.		This area was well treated and incorporated my own teaching ideas and generalizations for the subject matter. I needed to add very little.	
		1	2	3	4	5	
	1. Understanding Myself and Others	1	2	3	4	5	
	2. The Family	1	2	3	4	5	
	3. Sexuality of Individuals	1	2	3	4	5	

Rank		1	2	3	4	5	Score
	4. Management in the Home	1	2	3	4	5	
	5. Care of Children	1	2	3	4	5	
	6. Employed Women	1	2	3	4	5	
	7. Food Service and Employment	1	2	3	4	5	
	Comments:					Total	

IV. Overall Student Behavioral Response

Directions: Please rate the following statements concerning the overall student behavioral response in terms of your impressions over the year.

	1	2	3	4	5	Score
1.	The students were disinterested and bored with the subject matter from start to finish.		A moderate amount of interest was shown for the subject matter by the students most of the time.		The students were very interested in the subject matter and their enthusiasm was high throughout most of the course.	
	1	2	3	4	5	

				Score
2.	The students were slow to understand the material and to form generalizations of the learnings.	At times the students were slow to understand the material and to form the relevant generalizations.	The students clearly understood the subject matter and were readily able to form the generalizations.	
	1 2	3 4	5	
3.	The students failed to enter effectively and enthusiastically into the class activities, e.g., discussion, games, etc.	Occasionally the students would be interested in and enter effectively into the classroom activity, but as often they were apathetic and non-involved.	The students participated actively and enthusiastically in discussion, games, etc., most of the time.	
	1 2	3 4	5	
4.	The students seemed unable to see how the subject matter and learnings and relevant implications for their future lives.	Some of the students seemed not to see how the subject matter and learnings had any application to their futures or these were areas of the courses for which students were unable to see relevance.	The students seemed to find the subject matter to have implications for their future lives.	
	1 2	3 4	5	

Comments:

APPENDIX C

STUDENT INFORMATION FORMS

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1. PERSONAL DATA SHEET

a. Fall, 1968

Name________________________ School________________________

Age ________________________ Grade ________________________

1. What kind of paid employment do you expect to have when you are through school?

____

2. What training do you plan to get for this?

____

3. Using the following chart, briefly describe the work experience you have had:

DATES	KIND OF JOB	WEEKS ON THE JOB	HOURS WORKED PER WEEK	AMOUNT EARNED (NET) PER WEEK

4. In what ways was (is) the work experience important to you?

____

5a. What tasks do you do at home regularly?

____

____

b. About how many hours per week do you spend at those tasks?

____

c. About how much are you paid for doing those tasks at home?

____

Name ____________
School____________
Date ____________

b. Spring 1969

(1). (Form for Girls)

Directions: At the time of fall testing you were asked to answer questions similar to those which follow. We should like to know whether your ideas about questions such as these change over the course of a year.

1. Do you plan to get further training after high school? (Please explain).

2. Do you expect to work outside your home after you are married?

_____yes

_____no

Comment____

____

3. In what way(s) would you like your life to be different from your mother's?

4. What things or events do you see that could keep you from having the kind of life that you would like?

6a. What unpaid volunteer work do you do in your school and/or community?

____

____

b. About how many hours per week do you spend at that work?

____

7. With whom do you live?

__________both parents
__________mother only
__________father only
__________other relative
__________foster parent
__________other (explain)______________________

8a. Is your father (guardian) employed now?

______yes ______no ______retired ______deceased

b. What does he do at work? ______________________

9. Circle the last grade in school that your father completed

1 2 3 4 5 6 7 8 (Grammar) 9 10 11 12 (High) 13 14 15 16 or more (College)

10a. Does your mother (guardian) have a job other than homemaking?

______yes ______no ______retired ______deceased

b. What does she do at work?______________________

c. Does she work part-time (less than 20 hours a week)__________
full-time (20 hours or more a week)__________

11. Circle the last grade in school that your mother completed

1 2 3 4 5 6 7 8 (Grammar) 9 10 11 12 (High) 13 14 15 16 or more (College)

12. How soon do you expect (or hope!) to be married?

__________within 2 years
__________within 5 years
__________within 10 years
__________not for a long time, if ever
__________I'm married now

13. Do you expect to work outside your home after you are married?

_______yes
_______no

Comment ____

14. In what way(s) would you like your life to be different from your mother's?

15. What do you see as blocks to your shaping your life the way you'd like it to be?

Name ____________
School ____________
Date ____________

(2). (Form for Boys)

Directions: At the time of fall testing you were asked to answer questions similar to those which follow. We should like to know whether your ideas about questions such as these change over the course of a year.

1. Do you plan to get further training after high school? (Please explain).

2. Do you expect your wife to work outside your home after you are

____yes

____no

Comment ____

____

3. In what way(s) would you like your life to be different from your father's life?

4. What things or events do you see that could keep you from having the kind of life that you would like?

2. TEACHER REPORT I: RECORD OF STUDENT ENROLLMENT, EMPLOYMENT, DISCIPLINE

Directions For Use

For Students in Experimental Home Economics Occupational Class: The teacher of the experimental course will have all information needed to complete the form. Dates for checking are noted at right of each item.

For Students in Control Group: The teacher of the experimental course will need to do the following:

1. Check course registration of each student in control group.
2. Choose the course from those listed for the student which is most similar in type to the experimental home economics course (e.g. distributive education, machine shop, home economics).
3. Request cooperation of the teacher of selected course to fill out the teacher report for the control student as she knows her in her course and will get information on items 7 and 8 from the student.

REPORT FOR ______________________________
(name of student)

____
(school)

	DATES TO BE CHECKED
1. Remained enrolled in class entire year 1968-69 _____(1) Yes _____(2) No	JUNE, 1969
2. If did not remain enrolled entire year, dropped out on ______________(date) Reason for dropping (if known) _______ ______________________________	ON STUDENT LEAVING, IF APPROPRIATE

3. Attendance characterized by (check one): JUNE, 1969

_______(1) Missed more days than most students in your class

_______(2) Missed about as many days as most students in your classes

_______(3) Missed very few days: excellent attendance record

4. Actual number of days missed 1968-69 school year _______________________ JUNE, 1969

5. Discipline in class and class-related activities characterized as (check one): SEPTEMBER, 1969

_______(1) Requiring frequent attention as a control problem

_______(2) Requiring an average amount of discipline as compared with students in all your classes

_______(3) Self-disciplined; no problem

6. Efforts student made to learn and to participate cooperatively in all class and class-related activities characterized as (check one): SEPTEMBER, 1969

_______(1) A bare minimum of effort

_______(2) A reasonable amount of effort (as compared with students in all your classes)

_______(3) An outstanding, maximum effort

7. Re: jobs during 1968-69 school year (part-time, after-school, etc.) JUNE, 1969

_______(1) Neither looked for nor applied for any job

_______(2) Held a teacher- or school-secured job for a few days or weeks

_______(3) Held a job provided by an agency such as Neighborhood Youth Corps for a few days or weeks

_______(4) Held a self-secured job for a few days or weeks

_______(5) Held a job (or jobs) consistently

_______(6) Personal circumstances did not permit applying for or holding a job
EXPLAIN_______________________
____
____

8. Re: Summer job (1969) SEPTEMBER, 1969

_______(1) Made no effort to find or apply for job

_______(2) Held teacher- or school-secured job for a few days to 2-3 weeks

_______(3) Held a job provided by an agency such as Neighborhood Youth Corps for a few days to 2-3 weeks

_______(4) Found and held job a few days to 2-3 weeks

_______(5) Held a job through most or all of summer

_______(6) Personal circumstances did not permit student applying for or holding job.
EXPLAIN_______________________
____
____

9. School enrollment, Fall, 1969 OCTOBER, 1969

______(1) Yes

______(2) No

10. If "no" checked above give reason(s) for not returning to school if known______________

____

____

11. Continued enrollment in school throughout 1969-70 JUNE, 1970

______(1) Yes

______(2) No

12. If "no" checked above give reason(s) for dropping out of school if known____________ ON STUDENT LEAVING, IF APPROPRIATE

____

____

3. TEACHER REPORT II: STUDENT ACADEMIC RECORD, ATTENDANCE, HEALTH

Directions to Teacher

For Students in Experimental Home Economics Class: The teacher of the experimental course will obtain the information needed to complete the form. It should be returned to the principal investigator by the end of summer 1969 (or as soon as 1968-69 grades are available).

For Students in Control Group: The teacher of the experimental class will assume responsibility for completion of the form, but she may need the help of a counselor or home room teacher. It should be returned to the principal investigator with the forms from the experimental class.

Name________________________ School__________________________

Birth date__________________

Most recent IQ______________

Name of IQ test____________________________

Date administered__________________________

	1967-68	1968-69
What was the student's overall grade point average?	______	______
Convert to 0 - 100 scale if necessary	______	______

For the 1967-68 school year:

How many days was the student absent? ____

If high, what explanation, if any, was given?___________________

____

Aptitude Test:

Indicate any scores on aptitude or interest tests which would be of significance for the experimental course.

Indicate any other interest of the student:

How would you rate the health of the student?

Excellent____ Good____ Fair____ Poor____

Does the student have any handicaps or other conditions which would be important to know when evaluating his work? Yes____ No____ If YES, please describe briefly:

____

Absenteeism 1968-69 ____ Days absent

Final Mark in Course ____

Previous Units of Home Economics (In $\frac{1}{2}$ units, where 1 semester = $\frac{1}{2}$ unit, and beginning with 7th Grade) ______

Dropped ______ or Completed ______ course, 1968-69.

4. TEACHER REPORT III: REFLECTION OF SELF REGARD

Directions for Use

For Students in Experimental Home Economics Class:

A record form has been provided for each of your students.

The blank column at the right is intended as a space where you can note behaviors related to the questions asked from time to time during the year. At the end of the school year please mark a response to each item.

For Students in Control Group:

The teacher of the experimental course will need to do the following:

1. Check course registration of each student in control group.
2. Choose the course from those listed which is most similar in type to the experimental home economics course (e.g. distributive education, machine shop, home economics).
3. Request cooperation of the teacher of the selected course. Ask her to fill out the teacher report for the control student as she knows him in her course and has noted behaviors during the year.

Student ______________________

School ______________________

Check this in June, 1969	Observations during the year
1. When a student forgets a book, neglects to do his homework, or when he does not cooperate (or only marginally cooperates) in class learning experiences how does he react in these situations?	
____(1) He finds excuses for himself. ____(2) He accepts reprimands or blame. ____(3) He rarely forgets or neglects tasks.	

Observations during the year

2. His attitude toward me as his teacher I regard as:

____(1) Matter-of-factly respectful. About like students in any of my classes.
____(2) Less respectful than other students in any of my classes.

3. Does he criticize and belittle teachers, administrators, and the school?

____(1) Not more than most students in our school.
____(2) Yes, more than most students.

4. When you make suggestions to him does he act on them?

____(1) Yes, as much as any of my students do.
____(2) Once in a while, but less than my other students do.
____(3) He does not act on my suggestions.

5. Does he seek you out (or other teachers, or a counselor) for help on problems?

____(1) No. Not at all.
____(2) He has once or twice.
____(3) Yes, often has sought help.
____(4) In my opinion he is getting along all right and apparently does not need help.

6. Does any teacher in the school show any interest in him or liking for him?

____(1) Yes. If yes what does he teach ____________
____(2) No.

7. In regard to this student's relations with other students I would describe them as:

____(1) Friendly interaction with others. Appears to be well-liked.

Observation during the year

____(2) Friendly interaction with a few. Ignored by some.
____(3) He's a loner; left to go his own way for the most part.

8. In relation to school controls I would characterize his reaction as:

____(1) Reasonably acceptant
____(2) Resentful

9. In whatever he does (whether constructive activities or others) he:

____(1) Goes ahead on his own when appropriate.
____(2) Almost always waits for someone to tell him what to do or lead the way.

5. DOUBLE POST CARD: FOLLOW-UP STUDY

Dear

Please fill in the attached card and return it. Your answers will help us plan high school courses which prepare young people for jobs they like. We are especially interested in knowing whether you are having trouble finding a job.

Your answers are very important. Please return the cards promptly.

Sincerely,

Name______________________ School______________________
Job ______________________ Place ______________________
Pay per hour______________ Hours per week______________

What do you like about your job?

What do you not like about your job?

Any special problems?

If you are not working in paid employment, please check here____and RETURN THE CARD.

6. EMPLOYMENT FOLLOW-UP QUESTIONNAIRE

September 1969

1. Did you have a job this summer?

   _____ Yes

   _____ I could not find a job

   _____ I did not plan to work because:

IF YOU HAD A JOB, PLEASE ANSWER THE FOLLOWING QUESTIONS:

2. What was your job?

3. What was your employer's name and address?

   Employer's Name:

   Employer's Business Address (the place where you worked):

4. How many hours did you work each day?

5. How many hours did you work each week?

6. How much were you paid per hour?

7. What did you like about your job?

8. What did you not like about your job?

7. EMPLOYMENT FOLLOW-UP QUESTIONNAIRE

May 1970

1. Have you held a job since last September?

_____ Yes

_____ I could not find a job

_____ I did not plan to work because:

IF YOU HAVE HAD A JOB SINCE LAST SEPTEMBER, PLEASE ANSWER THE FOLLOWING QUESTIONS:

2. What was your job? (If you have had more than one job, please list them all, being sure to show which job you hold NOW).

3. What was your employer's name and address? (If you had more than one employer just give the name and address of the one for whom you are working NOW).

Employer's Name:

Employer's Business Address: (the place where you work):

4. How many hours do you work each week?

5. How much are you paid an hour?

6. What do you like about your job?

7. What do you not like about your job?

8. What kind of paid employment do you expect to have when you are through school?

____

9. What training do you plan to get for this?

____